Antioch Charter Academy

The Learner-Centered School

3325 Hacienda Way
Antioch, CA 94509

ACS WASC/CDE

MID-CYCLE PROGRESS REPORT

Charter Sponsoring District: Antioch Unified School District

WASC Visit: February 1-2, 2020

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Chapter I:

The Antioch Charter Academy is a small, K-8 site-based charter school within the boundaries of Antioch Unified School District. We use the teaching philosophies of Montessori, Multiple Intelligences, Brain Compatible Learning, Highly Effective Teaching, and Teaching for Understanding. Our teachers design engaging curriculum based on the Common Core State Standards. We use Positive Discipline to establish a respectful climate in which students can learn and feel capable to contribute. Our teachers team-teach in multi-age grouped classrooms. The small school (200 or less) allows for a safe environment where we all know each other well. Since students are with teachers for several years, they do not slip through the cracks. Our motto is "We unwrap the gifts inside your child," because we believe that every child is gifted.

History and Description of the Antioch Charter Academy

The Antioch Charter Academy-The Learner-Centered School -serves elementary school students in Pre-Kindergarten through the 8th grade. ACA has been in operation since 1998. Debbie Hobin, Jeannie Dubitsky and Caran Bacon began the school in the fall of 1998, serving approximately 70 students. Initially classes were held at a local church and then moved to portables on the Contra Costa County Fairground until a new campus was constructed at the present site (3325 Hacienda Way), which opened in February 2007.

Antioch Charter Academy has been serving approximately 198 students since 2007. In the fall of 2007, the Antioch Charter Academy staff opened a second campus, Antioch Charter Academy II, on the Contra Costa County Fairgrounds. Staff from both campuses share administrators and administrative duties, conduct staff development and training, and meet together monthly, work and train together.

ACA groups its student body into four designations: Primary, Elementary, Intermediate, and Middle School. This allows for a team teaching experience for teachers and students. Primary consists of four to six year olds (pre-kindergarten and kindergarten), Elementary consist of six to nine year olds (first grade, second grade, and third grade) students, Intermediate consists of fourth grade, fifth grade, and sixth grade students and Middle School consists of seventh and eighth grade students. There are approximately 21 students at each grade level.

Vision

To provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility.

Mission

To facilitate academic and personal growth of TK-8th grade students of all socio-economic levels and ethnic backgrounds. ACA enables 21st century students to become literate, self-motivated, innovative, lifelong learners, and compassionate, collaborative active citizens. We nurture and support a partnership of students, teachers, families and the community; embrace individual strengths; and build upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

Learning Philosophies and Structures
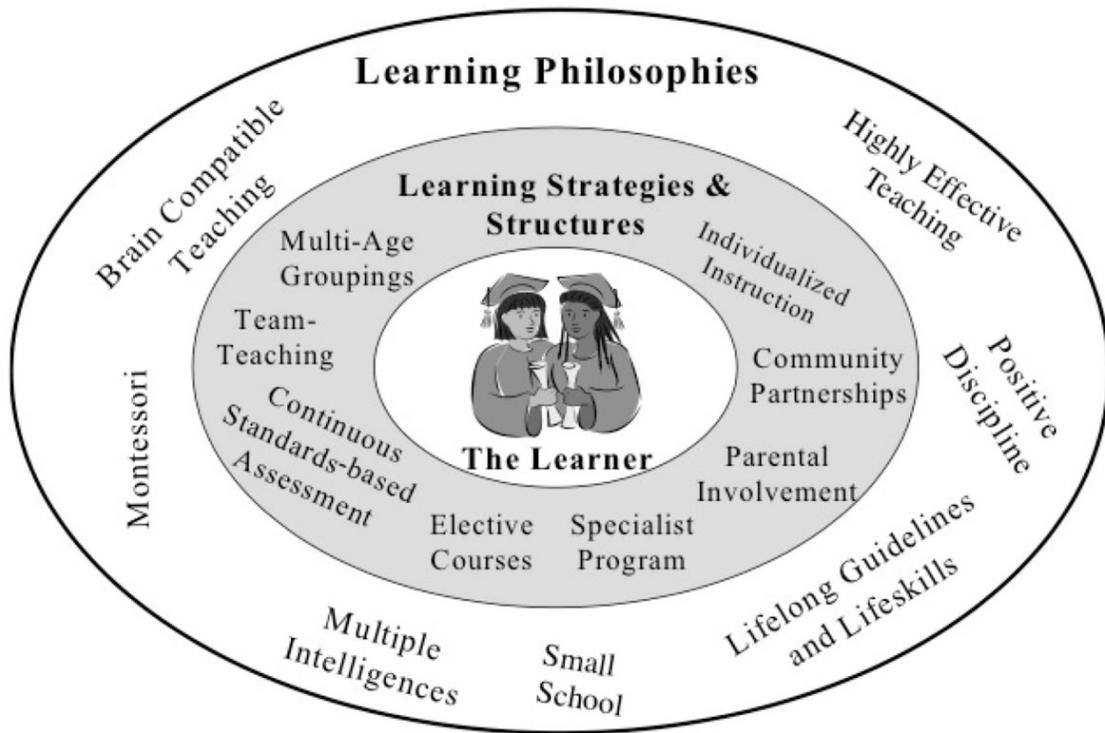
ACA Graduate Goals: School Wide Performance Goals and Outcomes for 8th Grade

SCHOOL WIDE PERFORMANCE GOALS	OUTCOMES FOR 8TH GRADE
1. Communicate clearly and effectively with others orally and in writing in academic and social environments.	*Show competency in communication in Math, Science, Social Studies, Technology, Language Arts, Reading, Writing, Art, Music, Physical Ed., Speaking and Listening. (All subjects) *Show competence in social settings (playground, classroom, etc.)
2. Be able to work collaboratively and cooperate with others.	*Exhibit cooperative, kind, respectful behavior with others.
3. Demonstrate and apply mastery of academic content.	*Show mastery of academic Standards in Math, Science, Social Studies, ELA, Technology.
4. Be able to organize materials and self.	*Show competency in keeping subject materials and work spaces organized in ALL subjects.
5. Be able to manage time effectively.	*Show competency in meeting ALL subject area deadlines, come to groups, classes, and activities on time.
6. Be able to accomplish goals.	*Be able to set beginning of the year goals, make plans to reach goals, evaluate goal attainment. *Be able to create and use rubrics effectively to attain understanding in ALL subjects.
7. Be able to work independently.	*Exhibit that he/she can complete specific class work/project without assistance in ALL subjects.
8. Identify themselves as lifelong learners.	*Exhibit excitement about learning, future higher educational opportunities and careers.
9. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.	*Exhibit behavioral evidence of striving for personal best, by using the Lifelong Guidelines and Lifeskills in ALL subjects and personal interactions.
10. Have and show respect to others and self including respect to diversity.	*Exhibit respectful behavior toward others, self, and the environment in general and All subjects. *Pursue healthy habits
11. Be able to contribute to society and feel empowered to make change.	*Exhibit empowered behaviors *Participate in and/or initiate service projects that benefit, families, school, and/or community. *Exhibit contribution to society through application of talents, Lifelong Guidelines and subject competencies.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.	*Exhibit excitement, creativity, self-awareness, and participation in the Enrichment Program(s) and the Arts.
13. Be able to think creatively and innovate.	*Exhibit creativity in ALL subjects. *Make connections across subject areas. *Use innovation in subject areas.

Special Programs

ACA students participate in many special programs; SMILE, Brain Gym, Elective Program, Enrichment Program, Guest Artist Program, and School Families. Sensory Motor Integration Learning Experience (SMILE) is a program that involves gross motor movement activities (i.e. field games, walking, dancing, etc). Brain Gym is a program where students learn concentration and focus, physical and mental coordination through movement. ACA's Elective Program is an Enrichment Program that consists of a variety of class offerings for our Intermediate and Middle School students (i.e. drama, international cooking, news broadcasting, outdoor sports, carpentry, jewelry making, Chinese, rocketry, duct tape creations, etc.).

The Elective Program develops students' intelligences. Students from Elementary through Middle School rotate one day each week through sessions in PE, Art, Music and Personal Safety in a Wednesday Enrichment Program. In the last three years, students have participated in a newly created Guest Artist Program. Created in collaborations with the Young Audiences Arts for Learning Residency Workshop. Students in 1st through 8th grade have taken 6 week sessions in Latin Drumming, Creative/Integrated Dance, Storytelling, Movement and Mime, Japanese Culture, and American Indian Dance and Culture. Primary students participate in a developmentally appropriate program which includes cooking, art, music, and PE. School Families are small groups of students from every level, which meet monthly for opportunities for cross-class socializing and friendships, and organizing whole school assemblies.

The Parent Network

All families and staff are members of the Parent Network. Our Network provides support by volunteering, raising funds, and promoting whole school activities. The Parent Network generates and coordinates volunteers for a variety of purposes (i.e. electives, pupil supervision, field trips, fundraising activities, etc.). The Parent Network provides funds for our school's Enrichment programs, teacher education, classroom supplies, internal and alumni scholarships, school and garden beautification, building improvements, whole school student field trips, cultural experiences, and the annual end of the year picnic. The Parent Network also works to bring awareness of our school into the community, through events and fundraisers.

School/Community/Business Relationships

Students at ACA are very involved in the local community and in the global community. Our Primary/Elementary students experience what the community has to offer through study trips to multiple locations including; Antioch's historical El Campanil Theatre, city parks, using public transportation, library, grocery stores, etc. Elementary students worked in conjunction with DAR to plant a butterfly garden, they fundraised to purchase Christmas wreaths to place on Veterans graves, and they participated in the DAR bookmark contest. Intermediate students participate in National Novel Writing Month, Office of Letters and Light, and schoolwide projects. Middle school students participate in SPA (Social Political Action) projects that have benefited the community. In 2019-2020, students worked on raising awareness of multiple causes, such as animal abuse, homelessness, pollution, and gun violence. Students participated in many activities including volunteering at local businesses and events (ARF, and Stand Down on the Delta 2019) and raising donations through bake sales, food and clothing drives, and money donation collection. Social media was used to spread their

messages about the community and global challenges they researched. In 2018, the Middle School partnered with Big Break Regional Shoreline (an East Bay Regional Park). Through Experiential Learning, students are able to assist with field research and analysis.

ACA Governance

One of the most unique aspects of the Antioch Charter Academy is its method of governance. ACA is governed in a democratic manner by teachers and staff. There is not a principal at the school as may be found at a more traditional school. Select staff members double as 'Co-Administrators' in addition to their teaching position in order to complete the numerous duties and tasks that may be required of a principal (See appendix, Co-Admin duty list). Furthermore, one teacher in each level is designated as that level's School Representative to assist in continuity of information and decisions, as well as provide whole school parent support. The daily operations of the school are the responsibility of the Co-Administrators, along with ALL staff. Staff makes the most important decisions through a consensus model by all staff members of both schools (ACA and ACA II).

Charter Council

Council's primary role is monitoring and maintaining the Vision and Mission of the Antioch Charter Academy as well as overseeing academic and financial accountability. It is integral to maintaining effective leadership for the school. Decisions made by the staff are brought to the Charter Council for discussions and approval. The Charter Council is comprised of five stakeholders from both our community at large and our school families. Currently, there are two seats that are filled by community members and three seats that are filled by parent members.

Steering Committee

The Steering Committee develops and mentors new leaders to be educational entrepreneurs who will lead the school into the future. Their mission is to communicate and protect the Vision and Mission of the school by educating and promoting community among the internal stakeholders while keeping the 'big picture' and the 21st century learner at the center of all decisions. The Steering Committee is comprised of staff members.

Decision Making Process

The Antioch Charter Academy puts the student at the center of all decisions. Discussion items come from and flow through the Learner, the Faculty (Steering Committee), the Co-Administrator(s), and the Charter Council. ACA staff makes decisions in a manner that allows for each member to feel they have a voice and to provide students with the best decisions. Staff members are encouraged to put an idea or suggestion on our faculty meeting agenda. Items are presented to the staff and then discussions occur amongst all staff. If a decision needs to be made on the item, a voting session then occurs among staff and the decision is then announced based on the voting decision. Our staff uses four distinct processes to make decisions: Autocratic, Consultative, Democratic, and Consensus . Staff makes the most important decisions through a consensus model by all staff members of both schools (ACA and ACA II).

The Faculty

ACA has a fully dedicated and highly educated staff. We have two Primary teachers (female), three Elementary teachers (female), three Intermediate teachers (female), and three Middle School teachers (2 male, 1 female). Nine of those eleven teachers are full time with the Primary teachers working part-time. We have five Wednesday Enrichment teachers, a Music Specialist, a PE teacher , two Art Specialists and one Personal Safety teacher. We have aides who work in each level (Primary/Elementary, Intermediate, and Middle) and four aides who work during the Wednesday Enrichment program. We have two Response to Intervention paraprofessionals, and two Instrumental Music specialists. We have one office manager, one financial officer, one office assistant, one custodian, and five pupil supervisors.

All of our credentialed teachers are highly qualified. Four staff members have their Masters and one has their Montessori Credential. Almost all of our credentialed teachers have more than 5 years of teaching experience with eight credentialed teachers having over 10 years each. ACA has a combined 100+ years of teaching experience.

Members of the staff have participated in many training opportunities and have attended many conferences. The following is a combined list of trainings and conferences attended by the staff:

Universal Design, EL Education Virtual Summit, COVID-19 SafeSchools training, BTSA/ATIP, California Mathematics and Science Program/Grant Team, Charter School Development Center (CSDC)-Leadership Institute Boot Camp, CSDC Training, Monart, Jewelry Classes, Art Classes, Math Consultant, Highly Effective Teaching, Montessori Conferences, Project Zero Classroom, Art of Education webinar, Integrated Thematic Instruction, Positive Discipline, Handwriting w/o Tears, National Charter School Conference, Managing Charter Schools workshop, California Charter School Association Conferences, Charter School Fiscal Management workshop, Childhood Developmental Disorders, Ideo, Brain Compatible Learning, CORE reading program, and National Montessori Conferences and Montessori Trainings, Lindamood Bell Training (Seeing Stars, Visualizing/Verbalizing, Cloud 9, and Assessment), Cochina Mathematique, Dyslexia and ADHD training/workshops, CELDT, CAASPP, ELPAC, CCEE (California Collaborative for Educational Excellence) Local Control and Continuous Improvement, Mandated Reporter and CPR/First-Aid.

WASC Accreditation History

ACA has been accredited since 2009, when we received a three year accreditation. In 2012 and 2018, we received a six year accreditation with a progress report and visit at year three. Our staff focuses on student improvement and takes uncovering what is best for students very seriously.

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

- Goal #1: Develop a process to make sure our curriculum is equitable, cohesive, rigorous, current and aligned to CCSS and ELD standards" in order to make visible to all stakeholders that student access to a rigorous curriculum is happening for all at all levels. Create a cohesive curriculum thread.

- Goal #2: "Define effective Common Core aligned grade level assessments in Math and ELA, create standardized timelines and measures of student progress which will be shared, reported and interpreted" in order to establish a running record of progress for students as they progress through our school and inform stakeholders of that progress.

- Goal #3: Create a schoolwide procedure for supporting the achievement and growth of our Special Needs learners (i.e. ELL, SPED, GATE). This last goal will be helped along by the completion of Goal #1 and #2 and will serve to support these student populations.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Develop a cohesive process to collect standards-aligned summative data throughout the year (e.g., benchmark data to analyze and confirm effectiveness of instructional programs/strategies).

2. Train all staff as it relates to the alignment of curriculum & assessment for appropriate collection, aggregation, analysis, interpretation, and reporting of standards-aligned assessment data to relevant stakeholders to guide student achievement.

3. Modify the Professional Development Plan to ensure it is consistent with the goals of the school to fully align the curriculum and assessments to the state standards.

California State Priorities

ACA has adopted the following LCFF goals (which mirrors the LCAP) (See Appendix), to meet the needs of our diverse student population, and to allow all students to achieve their greatest potential.

Stakeholder Involvement:

The Antioch Charter Academy selected goals based on recommendations of our school community. Discussions are held at various stakeholder meetings. Input was received from the staff, the parent network, and Charter Council. Stakeholder input continues to indicate a clear desire to focus on academic intervention and improvement, followed by teacher training and parent training. Input on the eight state priorities also continues to reflect this preference by choosing "Student Achievement" as the top priority. Finally, the goals are reviewed by the Charter Council, our school governing body, before being submitted to the state.

Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

Goal: To have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th, 7th-8th).

Need: To ensure that the quality of the instruction students receive directly impacts their learning experiences and academic outcomes.

Measurable outcomes: 100% of teachers of core academic subjects will hold a valid CA teaching credential. Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 20 students per teacher.

Actions/Services: Hire teachers with valid CA teaching credential. Group students into multi-age level groupings. Encourage team teaching and collaborative lesson planning. Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff.

All ACA teachers (core academic subjects) hold a valid CA teaching credential in 2020-2021.

LCFF Priority 2 – Implementation of Academic Standards

Goal: To develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.

Need: To ensure curriculum is thoughtfully planned and aligned to Common Core State standards.

Measurable outcomes: Curriculum and assessments reflect the Common Core Standards

Actions/Services: Align local assessments to reflect Common Core Standards for each grade level.

ACA uses effective philosophies and current research to design a rigorous and evolving curriculum that meets the needs of the 21st century learner. However, our self-study uncovered a desire for us to collaborate on curriculum, look to new research and curriculum, and make sure our stakeholders understand our curriculum alignment.

LCFF Priority 3 – Parent Engagement

Goal: To include parents as a vital part of our school's dynamics and making them partners in their child's education.

Need: To ensure that all students learn and thrive. To nurture family and community engagement to create a positive influence on student achievement and behavior.

Measurable outcomes: Provide at least one parent education meeting per month on school philosophies, programs, and/or curriculum. Parent volunteer hours are recorded in a volunteer log.

Actions/Services: Encourage parent volunteering and offer a wide variety of volunteering options. Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos. Offer varying methods of communication to meet the communication needs of all families.

Parents are an integral part of the learner-centered approach at the Antioch Charter Academy. Teachers communicate weekly with parents and the family establishing a line of constant communication through email, one on one, student led conferences, and parent education meetings. Parent involvement is one of the biggest factors in student success at ACA. ACA wants to engage all stakeholders (parents, staff, community, etc) to help all students achieve more. How do we enhance stakeholder participation, and generate more community involvement? And how do we get ACA's model out more into the community? Two questions we would like to explore further.

LCFF Priority 4 – Performance on Standardized Tests

Goal #1:   Students will show progress towards or meet grade level standards in math.

Need: To ensure the diverse needs of our students, and their academic achievement are being addressed.

Measurable outcomes: Student achievement on state and/or local assessments will demonstrate growth.

Actions/Services: Bridge math curriculum between the levels. Continue to institute new research-based math programs, training, and materials based on student needs. Identify all students not performing at Met or Advanced on CAASPP/local assessments. Track progress/ development of each student's math skills over time. Train new staff in Lindamood Bell On Cloud Nine Program. Offer interventions (RtI, On Cloud Nine, Math Shack).

Offering RtI interventions and On Cloud Nine small group support for At-risk and struggling students has shown to help them improve on Math. Overall, students are showing small gains on Math, but we would like to see more. Students at the lower levels are not able to either complete the Math or are not able to show what they know on state assessments. We would like to improve this situation and feel our goals will address this need.

Goal #2: Students will show progress towards or meet grade level standards in English Language Arts.

Need: To ensure the diverse needs of our students, and their academic achievement are being addressed.

Measurable outcomes: Student growth in reading will increase annually as measured by such assessments as the CAASPP test, Basic Reading Inventory and/or STAR test scores.

Actions/Services: Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for at-risk and struggling students. Maintain alignment of all reading instruction with Common Core Standards. Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. Train new staff in Lindamood Bell Seeing Stars and Visualizing/Verbalizing Programs.

Overall, students are showing gains in ELA over the years at ACA. We feel that students build a strong foundation at the K-6 grade level and then are able to show what they know in Middle School on the state assessments. We would like to share more with stakeholders, our curriculum and assessments used.

LCFF Priority 5 – Pupil Engagement

Goal: To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.

Need: To promote a healthy and positive school culture that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship.

Measurable outcomes: Maintain a 90% or better attendance rate each year. Surveys and full-self study.

Action/Services: Tailor instruction and curriculum to meet the diverse needs of individual students. Track student absences and inform parents as their student approaches or exceeds 10 absences. Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.

ACA is a Learner-Centered school and we feel that we are highly successful at acknowledging individual strengths and celebrating diverse learning styles. Being a Montessori and Multiple Intelligence school aligns perfectly with that goal. We would like to review how we are engaging students in critical thinking activities, especially at the lower levels.

LCFF Priority 6 – School Climate

Goal: To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.

Need: To promote a healthy and positive school culture where all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship.

Measurable outcomes: Suspension Rates.

Actions/Services: Maintain small class sizes of approximately 20 students or less. Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. Teach and demonstrate the use of Lifeskills and Lifelong guidelines. Encourage cross grade level interactions using School Families and whole school activities.

ACA practices key philosophies and policies, which create a safe, and orderly environment that is learner centered. Students feel safe and valued at ACA through character education programs and curriculum (Grace and Courtesy, Lifelong Guidelines and Lifeskills, and Positive Discipline). Students build trust with each other and their teachers through small learning groups, peer-to-peer collaboration, and daily classroom meetings. ACA suspension rates are low, during the 2018-19 school year, we suspended two students. In the prior year, we suspended 0 students.

LCFF Priority 7 – Access to Broad Course of Study

Goal: To create unique learning experiences in all subject areas that are meaningful to all students.

Need: To create unique learning experiences in all subject areas that are meaningful to all students.

Measurable outcomes: All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program.

Actions/Services: All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.

The relationship between student and teacher is very special in our small setting. Students are empowered to monitor their own academic progress, asking for support as needed. With our low student to teacher ratio and multi-age groupings, teachers are permitted to spend two to four years with each student; this enables teachers to support students in a unique way. Teachers can work one-on-one with students, which helps teachers understand the needs of each individual student. This enables all teachers to plan and implement a curriculum that helps meet the needs of all students. This also enables teachers to embed special education. Curriculum is developed around the individual student's wants and needs. This makes the curriculum accessible and rigorous for each child. Fourth to eighth graders are given the opportunity to plan and choose their afternoon electives; giving them the opportunity to explore topics of interest. The individualized attention given at our school creates a system that ensures children are taught at a pace that is rigorous for them, not simply for the group to which they are assigned. We would like to create and/or solidify a curriculum thread, centered around either our HET concepts or Expeditionary Learning.

LCFF Priority 8 – Other Pupil Outcomes

ACA employs a financial director to set an annual school budget and to ensure that financial resources are sufficient to sustain its educational program. Purchases are processed and approved through the financial director, the staff, and the charter council board. The financial director and faculty meet to review and discuss the school budget as needed, where factors that may affect the operating budget are discussed. The Family Network provides fundraising opportunities to earn funds for the school to be used for designated expenditures.

Resource allocation decisions are directly related to the school's purpose and the critical academic needs of the students. Staff, students, and parents are integral in identifying needs and help make decisions regarding the allocation of resources toward these needs. The school's facility was constructed to meet the needs of the entire program, therefore the planning for long-range capital needs centers around technology and equipment. Small classrooms and small school size are two of the school's primary strategies for achieving the expected schoolwide learning results. The school strives to maintain an approximate 20:1 student to teacher ratio in all grade levels (kindergarten through eighth grade), along with an instructional assistant for each team of teachers, and firmly believes that smaller class size leads to greater student achievement. The school has a 175-day school year and exceeds minimum pupil instructional minutes, and believes students need more time, not less, to become self-motivated, competent, lifelong learners.

Team teachers use their classroom budgets to purchase curriculum and materials specifically for their students. Needs are assessed and prioritized by the team of teachers, and students are given opportunities to discuss what they would like to learn or have available to them in the classroom. Through staff meetings and partner teacher meetings, ideas are discussed, and strategies are designed to effectively use new materials brought into the classroom. Materials are shared between classroom levels.

ACA uses supplemental and concentration funds to support students in multiple ways. ACA offers small group RtI aid support for all students including low-income, English learners, and foster youth. Our RtI aide teachers are highly qualified and trained in Lindamood Bell programs for reading, comprehension, spelling, and math. Additionally, ACA continues to have small class sizes of around 21 students per teacher in all grades, K-8, to allow teachers to work with small groups and one-on-one with students, allowing teachers to provide differentiated instruction. Each level is provided with one or more paraprofessionals to support smaller group instruction and one-on-one help. Funds are used to support students in an after school program (Math Shack), where students receive support in all areas of learning, as well as, tutoring in math from one of our highly qualified teachers.

According to the California School Dashboard in the Spring of 2019 ACA's CAASPP Math assessment scores decreased 1.4 points over the prior year overall. The California School Dashboard shows an overall increase in English Language Arts (ELA) of 4.3 points.

The Student Body

The Antioch Charter Academy (ACA) serves students throughout Contra Costa County, with a majority of students residing within the boundaries of Antioch and the Antioch Unified School District. We serve students mostly from the city of Antioch, which is located on the San Joaquin River Delta in the East San Francisco Bay Area. The city of Antioch is a largely commuter city of 111,500, mostly a residential community. Families represent 86% of the population with a median household income of $71,422. Approximately 21% of the residents have college degrees and 87% are high school graduates or high school graduates with some college. The largest ethnic group is Hispanic (33%) followed by White (29%) African American (20%) Asian (11%) Two or more races (9%) and other (2%).

ACA serves >1% of the Antioch Unified School District's 17,000 students. In addition to children from Antioch, ACA also educates students from neighboring communities including Concord, Brentwood, Pittsburg, and Oakley.

ACA groups its student body into four designations: Primary, Elementary, Intermediate, and Middle School. Enrollment levels for Primary is 30 students, Elementary is 62 students, Intermediate is 62 students and Middle School is 42 students, which averages to 21 students per grade level.

ACA works to keep enrollment at each grade level to 21 students. but we also work to support our families' need to have all of their children enrolled in the same school. This leads to some grade levels exceeding the 21 to 1 ratio. For the 2020-21 school year our students per grade level breakdown, is Transitional Kindergarten has 7 students, Kindergarten has 22 students, 1st grade has 19 students, 2nd grade has 20 students, 3rd grade has 22 students, 4th grade has 21 students, 5th grade had 22 students, 6th grade has 19 students, 7th grade has 22 students, and 8th grade has 19 students.

Enrollment by Ethnicity

The Antioch Charter Academy had 193 students for the 2020-21 school year. ACA's largest ethnic group is White, Not Hispanic (35%) followed by Hispanic or Latino (34%) Asian (15%) African American (9%) and Filipino (2%). ACA's enrollment by ethnicity has remained consistent from 2018-19 to 2020-21 school years.

Enrollment by Ethnicity

2018-2019 Ethnicity/Race	#	%	2019-2020 Ethnicity/Race	#	%	2020-2021 Ethnicity/Race	#	%
Not Reported	0	0	Not Reported	0	0	Not Reported	0	0
American Indian/Alaska Nativ, Not Hispanic	0	0	American Indian/Alaska Nativ, Not Hispanic	0	0	American Indian/Alaska Nativ, Not Hispanic	0	0
Asian, Not Hispanic	33	17	Asian, Not Hispanic	31	16	Asian, Not Hispanic	28	15%
Pacific Islander, Not Hispanic	3	1	Pacific Islander, Not Hispanic	1	1	Pacific Islander, Not Hispanic	1	1%
Filipino, Not Hispanic	6	3	Filipino, Not Hispanic	4	2	Filipino, Not Hispanic	6	3%
Hispanic or Latino	63	32	Hispanic or Latino	61	31	Hispanic or Latino	65	34%
African American, Not Hispanic	19	10	African American, Not Hispanic	19	10	African American, Not Hispanic	18	9%
White, Not Hispanic	70	36	White, Not Hispanic	75	38	White, Not Hispanic	68	35%
Two or More Races, Not Hispanic	3	1	Two or More Races, Not Hispanic	7	4	Two or More Races, Not Hispanic	7	4%
Total	198	100%	Total	198	100%	Total	193	100%

Special Needs Data

The Antioch Charter Academy has seen a decrease in our Socioeconomically disadvantaged student population since 2018, from 26% to 22%. The English Learner population has remained constant from 2018 through 2021. In 2020-21, we have a total of 25 students who are classified as English learners, with 1 student classified at Fluent English Proficient (Initial).

Our number of students with disabilities has increased for the 2020-21 school year. Also, we have seen an increase in the number of students with 504 plans and an increase in the number of students receiving RtI support from paraprofessionals at the Intermediate level. Our gender breakdown has remained fairly consistent, we have more girls than boys in our total population. Our mixed level classes keep gender breakdown differences to a minimum. We believe our program accounts for individual student needs, so we have not made specific changes to our program based on this information. We do want to continue to focus our attention on our English Learner population in the coming years.

2018-2019				2019-2020				2020-2021		
Special Needs	# of students	% of students		Special Needs	# of students	% of students		Special Needs	# of students	% of students
Socioeconomically Disadvantaged	51	26%		Socioeconomically Disadvantaged	51	26%		Socioeconomically Disadvantaged	42	22%
English Learners	32	16%		English Learners	30	15%		English Learners	25	13%
IFEP	1	1%		IFEP	2	1%		IFEP	2	1%
RFEP	12	6%		RFEP	5	3%		RFEP	1	1%
Students with Disabilities	15	18%		Students with Disabilities	19	10%		Students with Disabilities	22	11%
Students receiving Migrant Education Services	0	0%		Students receiving Migrant Education Services	0	0%		Students receiving Migrant Education Services	0	0%
Foster Youth	0	0%		Foster Youth	0	0%		Foster Youth	0	0%
Total Enrollment	196			Total Enrollment	198			Total Enrollment	193	

Gender Data

2018-2019 Gender	Male	Female		2019-2020 Gender	Male	Female		2020-2021 Gender	Male	Female
	93	103			91	107			88	105

Parent Education Level Data

ACA's parent education level has remained consistent in the last three years.

2018-19		Percentage
Graduate Degree or Higher (10)	37	30%
College Graduate (11)	45	37%
Some College or Associate's Degree (12)	27	22%
High School Graduate (13)	14	11%
Not a High School Graduate (14)	0	0%
Declined to State (15)	0	0%
Total	123	100%

Student Perception Data

Our goal is to assess whether students were achieving on our 13 School Wide Performance Goals. We created rubrics with example measures on each School Wide Performance Goal with the input of students, parents and teachers. At the end of the first trimester of 2020-21 school year, we surveyed

students in 7th and 8th grade to find out their perception of whether they are meeting each of the School Wide Performance Goals. The goal is to have all students meet or exceed the goals by the time the student graduates from ACA.

7th Grade Student Survey Results

7th grade				
Goals 1-13 Combined Results				
	Not Met	**Nearly Met**	**Met**	**Exceeds**
students surveyed:				
21	**7%**	**16%**	**16%**	**61%**

The 7th grade students believe that of the 13 School Wide Performance Goals, 77% of the goals have been met or exceeded at their level, with approximately 23% of the goals are believed to be nearly met or not being met. We believe that with another year in the Middle School Program, the percentage of students perceiving that they are meeting these goals will rise.

8th Grade Student Survey Results

8th grade				
Goals 1-13 Combined Results				
	Not Met	**Nearly Met**	**Met**	**Exceeds**
students surveyed:				
18	**7%**	**18%**	**19%**	**57%**

The 8th grade students believe that of the 13 School Wide Performance Goals, 76% of the goals have been met or exceeded at their level, with approximately 25% of the goals are believed to be nearly met or not being met.

Parent Perception Data

A survey will be sent out to all of our parents on the 13 School Wide Performance Goals and Outcomes in January 2021. All parents will receive a letter explaining the survey. The data will be collected on each goal and then data from each goal will be combined into one final score.

ACA staff will continue to use the recently created School Wide Performance Goal rubrics with students during the school year to increase understanding of the goals and measures. Looking at how

the curriculum aligns and fits into the goals and the rubrics in all subject areas is an area of improvement. Increasing parental involvement in adjusting the goal measures, perhaps using 'at home' measures will be considered and possibly added to our current rubrics. Increasing parental understanding of what happens during the school day is another area to improve.

Student Performance Data

We reviewed our CAASPP Smarter Balanced results in Math, ELA, and Science at all levels for the last three years. ACA staff reviews this data at the beginning of each school year and discusses it throughout the year and at staff development days.

We recognize that ACA tests about 21 students per grade level in Math and ELA in 3rd through 8th grade and that the CAASPP is only one measure. Approximately twenty, 5th and 8th grade students test in Science. Low numbers of students who test on CAASPP may drastically affect scores at each proficiency level and results on the Dashboard, because each student represents approximately 5% of the overall percentage. Because of our low number of students testing we look at individual test scores/results and local (in class) measures to give us an understanding of what a student knows, and to give additional attention to students as needed. When we looked at individual student scores on the CAASPP, we noticed, individually, that most of our students achieved growth on the test over the three years in both Math and ELA.

ACA will continue to monitor all grade levels, particularly those at critical points for success such as grade 3 and at transition grade 6.

Math Results

MATH

Math % Standard Met or Exceeded
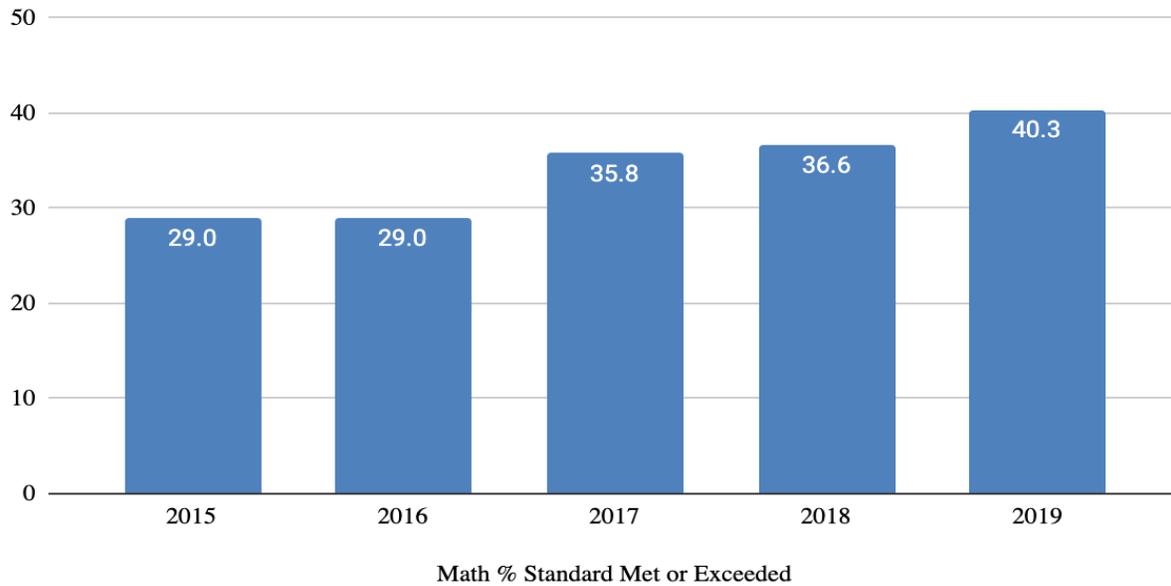
Mathematics	Smarter Balanced Results

Achievement Level Distribution Over Time					3rd Grade (2019)
Mean Scale Score					2430.3
Standard Exceeded: Level 4					8.70%
Standard Met: Level 3					39.13%
Standard Nearly Met: Level 2					30.43%
Standard Not Met: Level 1					21.74%

Achievement Level Distribution Over Time				3rd Grade (2018)	4th Grade (2019)
Mean Scale Score				2402	2424.7
Standard Exceeded: Level 4				5.00%	5.26%
Standard Met: Level 3				30.00%	10.53%
Standard Nearly Met: Level 2				35.00%	42.11%
Standard Not Met: Level 1				30.00%	42.11%

Achievement Level Distribution Over Time			3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score			2406.4	2461.7	2513
Standard Exceeded: Level 4			0.00%	4.76%	18.18%
Standard Met: Level 3			28.57%	33.33%	31.82%
Standard Nearly Met: Level 2			38.10%	52.38%	31.82%
Standard Not Met: Level 1			33.33%	9.52%	18.18%

Achievement Level Distribution Over Time		3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
Mean Scale Score		2399.5	2447.8	2494.9	2521.4
Standard Exceeded: Level 4		5.00%	5.26%	5.26%	9.09%
Standard Met: Level 3		20.00%	21.05%	21.05%	27.27%
Standard Nearly Met: Level 2		45.00%	47.37%	57.89%	36.36%
Standard Not Met: Level 1		30.00%	26.32%	15.79%	27.27%

Achievement Level Distribution Over Time	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)	6th Grade (2018)	7th Grade (2019)
Mean Scale Score	2352.8	2409.1	2460.5	2498.9	2532
Standard Exceeded: Level 4	0%	0%	4.17%	8.33%	20.00%
Standard Met: Level 3	6%	5%	20.83%	16.67%	20.00%
Standard Nearly Met: Level 2	25%	33%	25.00%	37.50%	15.00%
Standard Not Met: Level 1	69%	62%	25.00%	37.50%	45.00%

Achievement Level Distribution Over Time	4th Grade (2015)	5th Grade (2016)	6th Grade (2017)	7th Grade (2018)	8th Grade (2019)
Mean Scale Score	2449	2493.4	2550.8	2584.2	2581.9
Standard Exceeded: Level 4	0%	11%	33.33%	35.29%	27.78%
Standard Met: Level 3	36%	32%	16.67%	29.41%	22.22%
Standard Nearly Met: Level 2	41%	37%	22.22%	23.53%	22.22%
Standard Not Met: Level 1	23%	21%	27.78%	11.76%	27.78%

Achievement Level Distribution Over Time	5th Grade (2015)	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	**2494**	**2523.2**	**2590.1**	**2582.6**
Standard Exceeded: Level 4	9%	9%	22.73%	22.73%
Standard Met: Level 3	23%	30%	40.91%	13.64%
Standard Nearly Met: Level 2	50%	39%	27.27%	45.45%
Standard Not Met: Level 1	18%	22%	9.09%	18.18%

Antioch Charter Academy Mathematics CAASPP overall score decreased by 1.4 points from 2018 to 2019. Over a three year period, ACA continues to exhibit a positive trend of increasing achievement in students scoring Standard Met or Standard Exceeded.

When analyzing the same group of students over time, we see gains in the Median Scale Score across all grade levels.

English Language Arts/Literacy Results

ELA

Year	Value
2015	48.0
2016	54.0
2017	57.4
2018	58.5
2019	62.1

ELA % Standard Met or Exceeded
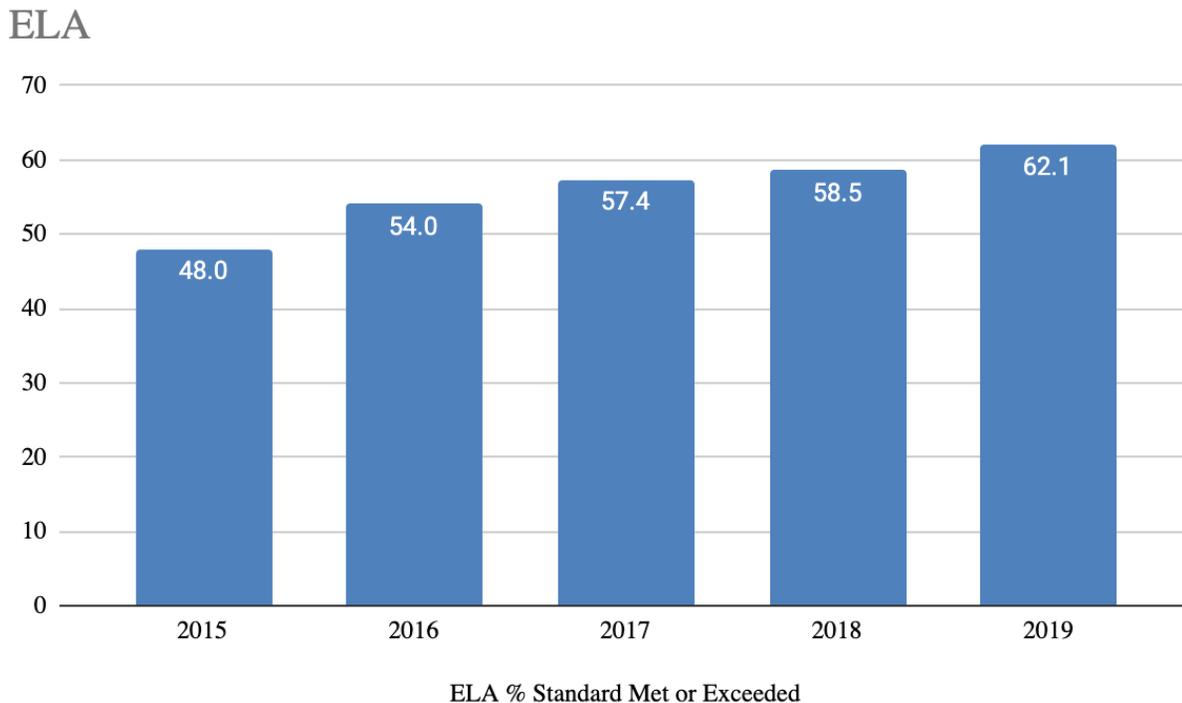
English Language Arts / Literacy	Smarter Balanced Results

Achievement Level Distribution Over Time					3rd Grade (2019)
Mean Scale Score					**2470.2**
Standard Exceeded: Level 4					52.17%
Standard Met: Level 3					26.09%
Standard Nearly Met: Level 2					13.04%
Standard Not Met: Level 1					8.70%

Achievement Level Distribution Over Time				3rd Grade (2018)	4th Grade (2019)
Mean Scale Score				**2437.1**	**2443.6**
Standard Exceeded: Level 4				30.00%	21.05%
Standard Met: Level 3				25.00%	15.79%
Standard Nearly Met: Level 2				20.00%	21.05%
Standard Not Met: Level 1				25.00%	42.11%

Achievement Level Distribution Over Time			3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score			**2431**	**2484.5**	**2532.6**
Standard Exceeded: Level 4			19.05%	33.33%	31.82%
Standard Met: Level 3			42.86%	28.57%	31.82%
Standard Nearly Met: Level 2			14.29%	14.29%	18.18%
Standard Not Met: Level 1			23.81%	23.81%	18.18%

Achievement Level Distribution Over Time		3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
Mean Scale Score		**2450.4**	**2455.3**	**2499.4**	**2565**
Standard Exceeded: Level 4		30.00%	15.79%	15.79%	27.27%
Standard Met: Level 3		25.00%	31.58%	36.84%	36.36%
Standard Nearly Met: Level 2		40.00%	15.79%	15.79%	27.27%
Standard Not Met: Level 1		5.00%	36.84%	31.58%	9.09%

Achievement Level Distribution Over Time	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)	6th Grade (2018)	7th Grade (2019)
Mean Scale Score	2365.3	2431.2	2456.8	2513.5	2555.4
Standard Exceeded: Level 4	13%	10%	16.67%	8.33%	15.00%
Standard Met: Level 3	13%	19%	16.67%	29.17%	45.00%
Standard Nearly Met: Level 2	19%	38%	16.67%	45.83%	15.00%
Standard Not Met: Level 1	56%	33%	50.00%	16.67%	25.00%

Achievement Level Distribution Over Time	4th Grade (2015)	5th Grade (2016)	6th Grade (2017)	7th Grade (2018)	8th Grade (2019)
Mean Scale Score	2458.5	2536.1	2566.6	2618.7	2614.5
Standard Exceeded: Level 4	18%	32%	27.78%	41.18%	27.78%
Standard Met: Level 3	27%	37%	44.44%	35.29%	38.89%
Standard Nearly Met: Level 2	27%	5%	22.22%	17.65%	22.22%
Standard Not Met: Level 1	27%	26%	5.56%	5.88%	11.11%

Achievement Level Distribution Over Time	5th Grade (2015)	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2481	2539.5	2588.1	2620
Standard Exceeded: Level 4	14%	13%	31.82%	22.73%
Standard Met: Level 3	36%	43%	36.36%	50.00%
Standard Nearly Met: Level 2	9%	30%	22.73%	22.73%
Standard Not Met: Level 1	41%	13%	9.09%	4.55%

We see continued student growth across grade levels in ELA data. ELA CAASPP score has increased from 57% Exceeding or Meeting standards in 2017 to 62% Exceeding or Meeting standards in 2019. We see over 60% of 3rd, 5th , 6th, 7th and 8th grade students Exceeding or Meeting standards (Level 3 and Level 4) in 2019, with the 3rd Grade students at 78%

Science Results

The California Science Test (CAST) for the 2019-2020 school year was suspended. Results of the 2019-2020 test show that 40-55% of our students in 5th and 8th grade Met or Exceeded the standard. Our students seem to improve on their scores in Science over time.

In Intermediate the 4th, 5th, and 6th grade Science curriculum is taught over the three years students are in the classroom, making it possible for students to be tested in 5th grade on the curriculum they will cover as 6th graders.

Middle School teachers continue to align curriculum and instruction to the Next Generation Science Standards. ACA has incorporated more curricular options (i.e. Expeditionary Learning or HET concepts).

Science	Smarter Balanced Results	

Achievement Level Distribution

	5th (2019)	8th (2019)	All students
Mean Scale Score	207.2	411.1	NA
Standard Exceeded: Level 4	9.09 %	11.11 %	10.00 %
Standard Met: Level 3	31.82 %	44.44 %	37.50 %
Standard Nearly Met: Level 2	45.45 %	33.33 %	40.00 %
Standard Not Met: Level 1	13.64 %	11.11 %	12.50 %

	5th (2019)	8th (2019)	All students
ACA: Met or Exceeding	40.91%	55.55%	47.50%
ACA II: Met or Exceeding	30.00%	16.67%	23.68%
CCC: Met or Exceeding	36.87%	36.58%	34.58%
CA: Met or Exceeding	31.72%	30.84%	29.93%
AUSD: Met or Exceeding	11.36%	15.36%	13.21%

Chapter II: Significant Changes and Developments

> - **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
> - **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Serving Students with Disabilities

ACA's Charter Renewal Petition (2018-2023) was modified to include significant changes to the Special Education Program. Previously, ACA was a member of Antioch Unified School District's (AUSD) Special Education Local Planning Area (SELPA). ACA had maintained a status as "school of the district" for special education services since ACA opened.

In 2018, ACA became its own Local Education Agency (LEA) for special education purposes and a member of the El Dorado County & Charter SELPA. This partnership ensures excellent educational opportunities for ACA's special education students. Each partner is committed to meeting the needs of children, their families, and educators. To achieve this goal, The Charter SELPA empowers ACA

to build capacity by providing high-quality professional development and technical assistance.

ACA has hired a new Education Specialist, a Speech and Language Pathologist, and SPED support staff (aides, Occupational Therapist, and Multi-Tiered Systems of Support MTSS personnel).

Program developments

In 2018-19, the middle school team (grades 7-8) began using Google Classroom as a Learning Management System (LMS) for all classes. This has proven to be an effective tool to bridge communication regarding assignments between home and school. We provide training for parents on its use so they can also check assignments with their student and communicate with the teacher about them. This change assisted in a smooth transition to distance learning in 2020.

Vision and Mission Statements

ACA's Vision and Mission statements were updated to reflect its unique program, desired student outcomes, and philosophies.

Pandemic

The COVID-19 pandemic has created a disruption to all educational programs. The school closed its campus in March 2020 and migrated to 100% distance learning. ACA's Learning Continuity and Attendance Plan (LCAP) can be found in the Appendix. ACA re-opened the campus for a small cohort of high need students. The TK-K (29 students) were invited back in November 2020.

Chapter III: Engagement of Stakeholders in Ongoing School Improvement

> ● **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**

While the leadership of the school, Antioch Charter Academy's Co-Administrative Team, take the lead in ensuring that the Schoolwide Action Plan is implemented, all staff are regularly updated on the progress of action plan items and critical areas of follow up through bi-monthly staff meetings, wherein staff generate feedback on goals and progress, strengths and challenges, next steps and support, and make amendments as needed. These meetings can include reviews and discussions of the school's state testing data, as well as RtI and SPED data. The school's teachers, as a level, meet weekly to review student data collected from the previous week's work and observation.

Antioch Charter Academy works to engage families in the review and progress monitoring processes. This involvement may occur through various surveys, engagement events, and staff conversations. Teachers will hold community meetings to discuss programs and updates to the school.

The students at Antioch Charter Academy are also involved in giving feedback on the direction of the school, through a variety of means from individual conversations to structured, whole-group class meetings. Students are given chances for input on major decisions that have impacts on them

(program offerings, updates to procedures and student expectations), and given a voice in class meetings to provide feedback once changes have been implemented or to advocate for new changes.

To complete this progress report, a draft was created by the school's WASC committee. Several months before the visit, the draft report was shared with staff to review and edit with their respective action plan teams. Additional Action Plan progress was collected via collaborative Google Doc by each expert in the area. Mid-cycle progress was presented to the Charter Council Board in December. The final mid-cycle progress report was shared with the Board and all staff in December. It is also available to the public on the school's website.

Chapter IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

Staff worked with their teams to complete the mid-term update for the schoolwide action plan. The results are as follows:

Goal #1: Develop a process to make sure our curriculum is equitable, cohesive, rigorous, current and aligned to CCSS and ELD standards" in order to make visible to all stakeholders that student access to a rigorous curriculum is happening for all at all levels. Create a cohesive curriculum thread.

Progress:

Task	Goal	Done	In Progress	Not Started	Goal Progress
1a	Create an online ongoing document that shows the K-8 curriculum alignment to CCSS and ELD standards and time allotted		✓		Staff created an online document for both Math and ELA. The spreadsheets contain the following for K-8th grade: ***CCSS Grade-Level Clusters/Standards**

*Common Core Essential Elements (the essence of the CCSS)
*Learning Activity - Assignment - Lesson/Activity that is used to teach the standard
*Instructional Level Descriptor -
Levels of Performance - Four performance levels have been proposed for the academic achievement standards: I, II, III, and IV. Mastery is considered to be demonstrated at Level III and Level IV and is identified as meeting the Level III level on an alternate assessment as specified in the NCLB. A general description of each of these levels is included below:
*E.L. Project - Faculty can tie Expeditionary/Experiential Learning Projects to specific CCSS.
*In the process of identifying Learning Activities for grades 1, 2, and 3 (Math and ELA)
Documents:
ELA Common Core Essential Elements
https://drive.google.com/file/d/1na67bbMGHoqEsh6oYEvyB4S5f49fUnNm/view?usp=sharing
Math Common Core Essential Elements
https://drive.google.com/file/d/1heo2qe2EbY5nk6whR6VWX1vh9dxXEP1V/view?usp=sharing
Documents are intended to be a living document, updated with new "learning activities", and monitored for coverage of all CCSS/EL standards.
In progress:
- aligning Elementary ELA and Math Montessori jobs/activities to CCSS and updating documents
- modifying documents to highlight "essential standards"

*Staff completed training on the Digital Library.
*Staff has completed training on the Smarter Balanced "Tools for Teachers' (previously Digital Library). Staff aims to leverage resources to improve classroom practice. Tools for Teachers provides resources that support educators' use of the formative assessment process. Resources are aligned to the ELA and math state standards and Smarter Balanced assessment claims and targets. It provides instructional next steps for educators that are vetted by multiple reviewers based on quality criteria, and includes professional learning modules on formative assessment processes and assessment literacy.

					*Staff has completed professional development on the Smarter Balanced: Smarter Content Explorer. This tool enables staff to better understand how the content of the standards is organized and assessed on Smarter Balanced Interim and Summative Assessments. Staff may find this information useful to learn how to develop curriculum and implement instructional activities in their classrooms aligned to the standards.
1b	Research and develop rigorous projects based on new educational research, including SPA/HET and Expeditionary Learning	✓			Staff researched SPA/HET and Expeditionary Learning Activities. Each Grade Level (Primary/Elementary/Intermediate/Middle School) chose one project to implement from the EL Education: Models of Excellence Project Card Collection for the 2020-2021 school year.
1c	Formalize collaboration between levels to develop a curriculum bridge	✓			Ongoing collaboration between all grade levels, including Wonderful Wednesday staff, is scheduled during faculty meetings, Wednesday collaboration time, CRP (Collaborate-Reflect-Plan) days, and grade-level representative meetings.
1d	Create a curriculum bridge that includes community based projects.		✓		Staff is creating a curriculum bridge through the implementation of community based projects. Each grade level has chosen a project: **Primary** will visit places in the community and tie it into curriculum (e.g.write a letter/make envelope/ address writing). Map in classroom of community/recording in a journal **Elementary** will partner with the historical society. **Intermediate** is thinking social action/may do volunteerism within the community based on what groups of kids are interested in/do visits throughout the year and find out what is needed (e.g. assisted living, animal shelter). Learn about the different places and what they need/they could possibly walk to each site. **Middle School** will continue to partner with Big Break, completing field research. Continuance with this project is subject to the COVID-19 guidelines for social distancing.
1e	Train stakeholders on the curriculum alignment and creation processes			✓	Planned start date was the beginning of 2021. This has been delayed. Stakeholder training to commence upon completion of 1a. Revised start date is end of 2020-21 school year.

1f	Develop an ongoing process to review and assess curriculum processes			✔	Estimated completion of task 1a scheduled to be completed in 2nd trimester (2020-21). Next step is to create an ongoing process to review and assess curriculum processes.

Goal #2: "Define effective Common Core aligned grade level assessments in Math and ELA, create standardized timelines and measures of student progress which will be shared, reported and interpreted" in order to establish a running record of progress for students as they progress through our school and inform stakeholders of that progress.

Progress:

Task	Goal	Done	In Progress	Not Started	Goal Progress
2a	Determine expectations for assessment for each level and create a schedule	✔			* Determined all grade level assessments should be aligned to CCSS. *Begin with ELA and Math Assessments should be given at the beginning of the school year and at the end of each trimester. *Staff elected to implement the Towre Assessment and Math Number Worlds Assessment to all students K-8. This allows a uniform comparison of student progress over time across grade levels
2b	Define and develop grade level assessments (teacher-made, online, & standardized)	✔			* Staff captured and analyzed all current ELA and Math assessments used by each grade level (teacher-made, online, etc). Math:https://docs.google.com/document/d/1Vno8XY7o8II_s98f64M2R8NyggKiFTXdyy7C4efpE4c/edit?usp=sharing ELA:https://docs.google.com/document/d/1dkzm2_kBwZL-MDIbctmhwAshZ3CDUeLVy7gnQzpkPrY/edit?usp=sharing *Each assessment was evaluated based on validity, reliability, and frequency of use. *Staff researched CCSS aligned online programs that are considered CDE-Approved Diagnostic Assessments:https://www.cde.ca.gov/ls/he/hn/guidanceonassessments.asp *Staff decided to move in a new direction with an online K-12 educational software solution for assessment in Math and ELA. ACA purchased a subscription to Renaissance - Star Reading, Star Math, and Star Early literacy.

Task	Goal	Done	In Progress	Not Started	Goal Progress
2c	Develop a process to track assessment results		✓		*Staff will make a Google sheet on a shared drive to keep running records for each student for Math, ELA, and Writing (percent scores). *Student results from the Towre Assessment and Math Number Worlds Assessment were captured in a Google Sheet. Data was aggregate by grade/grade level. All staff have access to the results for analysis. *Staff decided that the data is insufficient for identifying outliers and trends among classes and individual students. Staff discussed if we believe that these two assessments are giving reliable results and if there are other assessments available that would be more effective as well as online based. *Renaissance K-12 (Star Reading, Star Math, and Freckle) programs started in November 2020. Ongoing analysis and communication of assessment results to take place in 2nd/3rd trimester of 2020-2021 school year.
2d	Develop a process to communicate and evaluate assessment results to stakeholders		✓		Ongoing collaboration between all grade levels, including Wonderful Wednesday staff, is scheduled during faculty meetings, Wednesday collaboration time, and CRP (Collaborate-Reflect-Plan) days. Some teachers have communicated the STAR results out to stakeholders (parents). CAASPP results are communicated out to all stakeholders-yearly). Still developing evaluation and communication plans.

Goal #3: Create a schoolwide procedure for supporting the achievement and growth of our Special Needs learners (i.e. ELL, SPED, GATE). This last goal will be helped along by the completion of Goal #1 and #2 and will serve to support these student populations.

Progress:

Task	Goal	Done	In Progress	Not Started	Goal Progress
3a	Create process for identifying ELL, SPED, & GATE		✓		* Completed staff training; Child Find procedures (identification of SPED students), SST processes, 504 plan writing. EL Roadmap (new state policy on English Language Learners), and CPI training for (3) educators. * PD work on accommodations for students,

					looking at individual students and teacher needs. PLC protocol of support. * RtI and student needs discussed and additional minutes added to RtI schedule for student needs in K-6. * IEP copies for all the teacher teams are reviewed to ensure that accommodations and goals are being worked on. * Universal screening completed in Reading (MobyMax and STAR test). Students scoring 2 grade levels below are given RtI support (V/V) and in class support. Discussed and planned RtI support for students based on student assessment data. Hired new staff based on that data. Trained new staff members based on that data. * GATE students identification process in progress. A screening process will be selected (test, teacher nomination, or other method). Moving forward: What will placement in GATE mean for the student? (Perhaps an RtI for gifted students, an after school program) What are the professional development/training needs for the staff?
3b	Create process for ensuring equity in instruction for students		✓		Staff attended Universal Design for Learning training provided by our SELPA. Staff decided to survey all stakeholders as well as share what we are doing right now. Additional questions to consider are; How to invest in our socio-economic disadvantaged population, ELL students, and Foster Youth? What more could we be doing in regards to family counseling, food programs, high school support, etc.? A system to formalize tracking and documenting of student achievement to uncover holes will be created.
3c	Create a process for evaluating and following growth of ELL, SPED, and GATE students.		✓		Staff needs to create a process of bridging information from level to level for GATE, ELL, Special Needs students. SPED students' CAASPP scores have been evaluated by the SPED leadership team and SPED staff.
3d	Provide all staff ongoing training with these			✓	**2022-2023** *Schedule training on staff meetings and CRP

Task	Goal	Done	In Progress	Not Started	Goal Progress
	processes.				days.
3e	Create a community outreach program for stakeholders specific to Special Needs students		✓		**2022-2023** ACA parents are invited to CAC meetings for SPED and have been invited for the last two years. We hold meetings at ACA II and have a parent committee for SPED.

Goal #4: Develop a cohesive process to collect standards-aligned summative data throughout the year (e.g., benchmark data to analyze and confirm effectiveness of instructional programs/strategies).

Progress:

Task	Goal	Done	In Progress	Not Started	Goal Progress
4a	Collect, share, analyze CAASPP results with staff. Targets and claims reviewed, analyzed by subgroups.	✓			*CAASPP results are reviewed and analyzed annually by the staff during Staff Development Days (SDD), faculty meetings, and CRP (Collaborate-Reflect-Plan) days. Data is aggregated by grade level, whole school, available subgroups. Analysis is completed for current year and progress over time. *No CAASPP test data available for 2019-2020.
4b	Add math, literacy, and writing benchmark tests, 2-3 times per year.	✓			*ELA, Math and Writing assessments will be administered 2-3 times per year depending on the grade level..
4c	Collect classroom benchmark assessments that target claims	✓			*Staff gathered and recorded all classroom Math, ELA and Writing assessments (summative-benchmark) used at each level, including newly adopted Renaissance - Star Reading, Star Math, and Star Early literacy Math:https://docs.google.com/document/d/1Vno8XY708II_s98f64M2R8NyggKiFTXdyy7C4efpE4c/edit?usp=sharing ELA:https://docs.google.com/document/d/1dkzm2_kBwZL-MDIbctmhwAshZ3CDUeLVy7gnQzpkPrY/edit?usp=sharing Added a table and will meet soon to confirm the tests we will be sharing (by May 2021)
4d	Capture what benchmark assessments are used and capture the data on each child. Show standard		✓		*Staff will evaluate each benchmark assessment, using data to determine which assessment and when to use at each level (Prim, Elem, Int, Mid) *Staff to determine how many different

		Done	In Progress	Not Started	
	aligned, benchmark assessment, student data will be collected. Data will be collected and discussed with the whole staff.				assessments to track and what results to share- (possibly 3 or 4 measures). *Staff to determine year round interval for posting scores for 2020-2021: (i.e. October, Feb, May) *Data was collected for the Towre Assessment and Math Numbers World Assessment for a partial year (2019-2020). Staff decided to discard these Assessments in favor of Renaissance K-12.
4e	Create a document that makes it cohesive		✓		*Staff will make a Google sheet on a shared drive to keep running records for each student for Math, ELA, and Writing (percent scores).

Goal #5: Train all staff as it relates to the alignment of curriculum & assessment for appropriate collection, aggregation, analysis, interpretation, and reporting of standards-aligned assessment data to relevant stakeholders to guide student achievement.

Progress:

Task	Goal	Done	In Progress	Not Started	Goal Progress
5a	Review of online ongoing documents that shows the K-8 curriculum alignment to CCSS and ELD standards		✓		Documents are intended to be a living document, updated with new "learning activities", and monitored for coverage of all CCSS/EL standards. In progress: - aligning Elementary ELA and Math Montessori jobs/activities to CCSS and updating documents - modifying documents to highlight "essential standards"
5b	Train staff on approved/adopted assessments [teacher created or on-line (State recognized)]	✓			*Staff completed training on adopted assessment tools Towre and Math Numbers World. *Staff completed training on our adopted on-line learning and assessment tools; Renaissance K-12 (Star Reading, Star Math, and Freckle)
5c	Communicate assessment results to stakeholders		✓		*Towre and Math Numbers World were implemented for less than one year. Staff decided that the data is insufficient for identifying outliers and trends among classes and individual students. Staff discussed if we believe that these two assessments are giving

		Done	In Progress	Not Started	
					reliable results and if there are other assessments available that would be more effective as well as online based. *Staff researched CCSS aligned online programs that are considered CDE-Approved Diagnostic Assessments:https://www.cde.ca.gov/ls/he/hn/guidanceonassessments.asp *Renaissance K-12 (Star Reading, Star Math, and Freckle) programs started in November 2020. Ongoing analysis and communication of assessment results to take place in 2nd/3rd trimester of 2020-2021 school year.

Goal #6: Modify the Professional Development Plan to ensure it is consistent with the goals of the school to fully align the curriculum and assessments to the state standards.

Progress:

	Goal	Done	In Progress	Not Started	Goal Progress
6a	Create a document to track Professional Development (annual mandated trainings, trainings specific to Co-Administrators, etc)	✓			*A spreadsheet was created to capture all scheduled and completed Professional Development for all staff (certificated and classified) for both sites. *Professional development plan and tracking spreadsheet ensures continuity of new staff members with school programs and philosophies. *Professional development scheduled throughout the school year with flexibility in completion dates.
6b	Create a list of Professional Development that aligns with curriculum and assessments, and facilitates growth of a well developed staff.	✓			*In addition to mandated training, staff chose to participate in the California CCSS Professional Learning modules (Math and Language Arts), STAR/Freckle program training, and Universal Design for Learning training.
6c	Certificated staff create personal and specific goals annually that address needs on both CSTP and ACA	✓			Certificated staff set annual goals in August. Staff self-reflect on progress of goals throughout the year (mid year and end of year). Staff may meet with a mentor to discuss progress, support needed on goals throughout each year. Support may be in the form of; mentor observation, monthly meetings, peer meetings, or PLC meetings, but goals should be

				reviewed, discussed, and evidence recorded on meeting goals.

Chapter V: Schoolwide Action Plan/SPSA Refinements

> - **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.**

Antioch Charter Academy stakeholders strive to provide the best learning environment for student achievement and personal growth. Our staff focuses on student improvement and takes uncovering what is best for students very seriously. The staff is committed to program improvement demonstrated by continuous dedication to our Schoolwide Action Plans. ACA has implemented steps to ensure regular review and analysis of progress made on each goal.

The following goals were completed from the Action Plan.

- Goal #6: Modify the Professional Development Plan to ensure it is consistent with the goals of the school to fully align the curriculum and assessments to the state standards.

California Department of Education
CALPADS/CBEDS/CDS Operations Office

2020-21 CBEDS - Online Reporting Application (CBEDS-ORA)

SIF Completed

School: Antioch Charter Academy

CDS Code: 07616486115703

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Male Paraprofessionals	0.00	0.00	0.00	0.00	0.40	0.00	0.64	0.00	1.04
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50
Male Other Classified Staff	0.00	0.00	0.00	0.00	0.20	0.00	0.20	0.00	0.40

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Female Paraprofessionals	0.40	0.00	0.00	0.00	0.59	0.40	3.90	0.00	5.29
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	0.15	0.00	1.15	0.00	1.30
Female Other Classified Staff	0.16	0.00	0.00	0.00	0.16	0.15	1.75	0.13	2.35

Nonbinary Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Nonbinary Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program: Part-day

Transitional Kindergarten Program: Part-day

Section C. Work Visa Applications

Number of H-1B Work Visa Applications Submitted: 0

Number of H-1B Work Visa Applications Granted: 0

Section D. Educational Calendar

Calendar Type:

     Traditional: True

School start date: 08/19/2020

School end date: 06/09/2021

Section E. Estimated Number of Teacher Hires (2021-22)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Multilingual Education	0.0
Business	0.0
Dance	0.0
English	0.0
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	0.0
Mathematics	0.0
Music	0.0
Physical Education	0.0
Physical Science	0.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	0.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.0

LCAP (Local Control Accountability Plan, 2019-20)

https://antiochcharteracademy.org/wp-content/uploads/2019/12/LCAP_ACA_Final_6_4_19.pdf

LCP (Learning Continuity and Attendance Plan)

https://antiochcharteracademy.org/wp-content/uploads/2020/09/LCP-ACA.pdf