

Executive Summary School Accountability Report Card, 2010–11

For Camptonville Academy

Address: 619 Ninth St., Ste. D, Marysville, CA, 95901
Principal: Mr. Christopher Mahurin, School Director

Phone: (530) 742-2786
Grade Span: K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Mission Statement

CORE @ The Camptonville Academy Charter School in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning and offering classes at our centers and within the community with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

Vision

To provide unique educational opportunities nurturing far-reaching success for students.

Educational Philosophy and Program Mission

The mission of CORE Charter Schools is to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

CORE utilizes the independent study/personalized learning approach. This approach supports individual development, through choice of curriculum aligned with state standards, engaging parents along with students in learning and goal setting, and provides classroom instruction at our learning centers, within the community, and through distance learning. The key to success in personalized learning is the guidance of an assigned certificated Personalized Learning Teacher (PLT,) who guides students and parents through the individualized curriculum and learning modes, and provides site-based classes at our learning centers. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, life-long learners.

Student Enrollment

	Group	Enrollment
Number of students		339
Black or African American		3.5%
American Indian or Alaska Native		4.1%

Asian	1.5%
Filipino	0.9%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.3%
White	81.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	38.3%
English Learners	1.2%
Students with Disabilities	10.0%

Teachers

Indicator	Teachers
Teachers with full credential	17 (100%)
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	53%
Mathematics	35%
Science	60%
History-Social Science	44%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	766
2011 Growth API	18
Statewide Rank (from 2010 Base API Report)	3
2011 Met Schoolwide Growth Target	yes
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 13
2011–12 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

A School Facility Good Repair Status Inspection was conducted on 7-14-2011. Cleanliness, Electrical, Restrooms, Safety, and Structural areas were all found to be "Good." Areas reported "Fair" included Systems, Interior, and External. Long-term goal is to build a new educational resource center to better meet the needs of students and families.

Repairs Needed

Long-term goal is to build a new educational resource center to better meet the needs of students and families. No current repairs are needed at current facility.

Corrective Actions Taken or Planned

Long-term goal is to build a new educational resource center to better meet the needs of students and families.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,405
District	N/A
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	67.9%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 Web page 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2011–12)

School		District	
School Name	Camptonville Academy	District Name	Camptonville Elementary
Street	619 9th St., Ste. D	Phone Number	(530) 288-3277
City, State, Zip	Marysville, CA, 95901	Web Site	www.cville.k12.ca.us
Phone Number	(530) 478-9458	Superintendent	Sandra Ross
Principal	Mr. Christopher Mahurin, School Director	E-mail Address	gross@cville.k12.ca.us
E-mail Address	cmahurin@coretca.org	CDS Code	58727286115935

School Description and Mission Statement (School Year 2010–11)

Mission Statement

CORE @ The Camptonville Academy Charter School in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning and offering classes at our centers and within the community with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

Vision

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Educational Philosophy and Program Mission

The mission of CORE Charter Schools is to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

CORE utilizes the independent study/personalized learning approach. This approach supports individual development, through choice of curriculum aligned with state standards, engaging parents along with students in learning and goal setting, and provides classroom instruction at our learning centers, within the community, and through distance learning. The key to success in personalized learning is the guidance of an assigned certificated Personalized Learning Teacher (PLT,) who guides students and parents through the individualized curriculum and learning modes, and provides site-based classes at our learning centers. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, life-long learners.

Opportunities for Parental Involvement (School Year 2010–11)

The purpose of C.O.R.E. @ TCA is to offer our parent constituents an alternative to traditional public schools, and to reach educationally disadvantaged children not served by those schools. We do this through a standards-based, personalized approach in which our teachers direct and our teacher/parent team co-facilitates the learning of their own children. Our teachers and parents build high-performing teams that are dedicated to the academic success of each child. Parent involvement is vital to the success of the program, from governance to developing the plan for student achievement and one-on-one learning.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	18	Grade 8	32
Grade 1	15	Ungraded Elementary	0
Grade 2	23	Grade 9	32
Grade 3	24	Grade 10	23
Grade 4	26	Grade 11	32
Grade 5	29	Grade 12	30
Grade 6	29	Ungraded Secondary	0
Grade 7	26	Total Enrollment	339

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3.5%
American Indian or Alaska Native	4.1%
Asian	1.5%
Filipino	0.9%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.3%
White	81.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	38.3%
English Learners	1.2%
Students with Disabilities	10.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size		2010–11 Number of Classes*		
			1-20	21-32	33+
K	2.7	3	0	0	
1	7.0	2	0	0	
2	4.0	3	0	0	
3	8.0	3	0	0	
4	5.5	4	0	0	
5	10.5	2	0	0	
6	1.3	3	0	0	
Other					

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+
English	2.8	57	0	0
Mathematics	3.1	41	0	0
Science	4.4	21	0	0
Social Science	2.7	53	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 2010–11)

The school safety plan was last reviewed and discussed with school faculty on August 15, 2011 during safety training. Some of the key elements of the plan includes illness and injury prevention, an employee's right to know, blood borne pathogen training, and ergonomic safety training along with reviewing basic emergency phone numbers, site evacuation plan, and emergency protocols.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	2	0	0
Expulsions	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

A School Facility Good Repair Status Inspection was conducted on 7-14-2011. Cleanliness, Electrical, Restrooms, Safety, and Structural areas were all found to be "Good." Areas reported "Fair" included Systems, Interior, and External. Long-term goal is to build a new educational resource center to better meet the needs of students and families. Current facility does not have the educational design, or the size, to properly serve students.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Uneven heating and cooling between rooms Carpets and floors have been cleaned, but have permanent stains. Long-term goal is to replace carpeted area.
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	
Electrical: Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials			X	

Structural: Structural Damage, Roofs	X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X
Overall Rating	X	

No playground or outside study/activity area. Long-term goal is to have a new facility to better expand the learning environment to the outdoors.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	23	17	17
Without Full Credential	3	0	0
Teaching Outside Subject Area of Competence (with full credential)		0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments*	0	0
Vacant Teacher Positions	0	0

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.47%	0.53%
All Schools in District	99.47%	0.53%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: 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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	131
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black do not require data.

* 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 2011–12)

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.

As a personalized learning/independent study program part of our mission is to provide a wide variety of curriculum options that address the various learning styles of our students. Textbooks are available for all students along with supplemental instructional materials in all core and non-core subjects and these textbooks reflect the needs of the students. Our textbooks content and cycles are consistent with the curriculum frameworks adopted by the State Board of Education and are aligned with State Standards. We do have options that, although consistent with State Standards, may not be on the State Board adoption list. We do this in order to provide this wide variety of options to our parents and students. Every student has access to his or her own textbooks and instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Percent students lacking own assigned copy
Reading/Language Arts	<p>11 Readers Choice American Literature Gr. 12 Readers Choice British Literature Gr. 9 Readers Choice Course 4 Glencoe Journalism Today Daybook of Critical Reading & Writing Great Source Reading & Writing Houghton Mifflin Elementary Language Arts k-6 Handwriting Without Tears Student Writing Intensive Gr 4-11 McDougal The Language of Literature HS Pathway Readers K-3 Gr K-1 Learning Through Sounds Workbook Bk. 2 Prentice Hall Timeless Voices Gr. 7-12 Saxon Phonics Strategies for Writers GR 1-8 Zaner Bloser Grammar (G.U.M.) Zaner Bloser Handwriting, Words are Wonderful, Elementary, Wordly Wise 2nd Edition Grades 2-12, Glencoe Treasures, Middle School, Pearson Reading Street, Elem, Vocabulary from Classical Roots, Middle School Language Arts Glencoe Treasures, Gr. 2-5, Pearson Reading Street AGS American Literature (rev. 2007) AGS British Literature (2007) AGS World Literature (rev. 2007) AGS Basic English Composition (rev 2003) AGS Exploring Literature (rev. 2007) Barton Reading Remediation Program Easy Grammar Educators Publishing Service Phonics Educators Publishing Service Grammar Evan-Moor Grammar & Punctuation Gr. 1-6 Evan-Moor Spelling GR 1-6 Glencoe Speech Gr. 10 Readers Choice Course 5 Gr.</p>	0
Mathematics	<p>Glencoe Pre-Algebra Glencoe Algebra I [CA ed.] Glencoe Geometry [CA ed.] Prentice Hall Algebra II Prentice Hall Algebra I (CA ed.) Prentice Hall Geometry (CA ed) Prentice Hall Pre-Algebra (CA ed.) Progress in Math Gr. 1 Progress in Math Gr. 2 Progress in Math Gr. 3 Progress in Math Gr. 4 Progress in Math Gr. 5 Progress in Math Gr. 6 Progress in Math Gr. K Teaching Textbooks, Gr. 3- CalcAlg 2, ALEKS Online Math, Excel Math k-6AGS Pre-Algebra AGS Geometry Glencoe Algebra II [CA ed.] Glencoe Accounting: Real World Applications Glencoe Math with Business Applications</p>	0
Science	<p>Glencoe Biology: The Dynamics of Life (CA) Glencoe Earth Science: Geology, the Environment and the Universe Glencoe Focus on Earth Science (6) Glencoe Focus on Life Science (7) Glencoe Focus on Physical Science (8) Glencoe Physical Science (HS) Harcourt Science Text Gr 1-5 Harcourt K Science Instant Readers Collection Ecology of a Changing Planet (ecology) 3d ed. Essentials of Anatomy & Physiology (an & ph) Focus On Science, Glencoe Middle SchoolAGS Biology (Basic) AGS Earth Science (basic) AGS Physical Science (basic)</p>	0
History-Social Science	<p>Harcourt SS GR 1-6 Modern World History The Americans (U.S. History) Oxford University Press Ancient History Oxford University Press Medieval History Oxford University Press A History of US (CA Ed.) The Story of the World, Vol. 1-4 Prentice Hall Economics: Principles In Action Magruder's American Government Prentice Hall World Geography Middle School Glencoe Discovering Our Past, Oxford University Press Ancient World, Medieval HistoryAGS Economics AGS U.S. Government (rev.) AGS U.S. History AGS World History Hammond Odyssey World Atlas with Map Harcourt SS Intermediate Atlas Harcourt SS Primary Atlas American Odyssey (U.S. History) Economics: Principles and Practices GR 6 Discovering Our Past: Ancient Civilizations GR 7 Discovering Our Past: Medieval & Early Modern GR 8 Discovering Our Past: American Journey-WWI Glencoe The Developing Child Glencoe U.S. Government: Democracy In Action Glencoe Understanding Psychology Glencoe Understanding Sociology World History Modern Times (2006)</p>	0
Other	<p>All state adopted texts are available to all of our students. The teacher, parent, student team determines the most appropriate text for each student's learning style in each subject., Other titles available include: Health Seven Habits of Highly Effective Teens Glencoe Automotive Excellence Vol. 1 and 2 Glencoe Carpentry & Building Construction Glencoe Clothing, Fashion, Fabrics & Construction Glencoe Culinary Essentials Glencoe Glencoe Health Glencoe Homes, Today & Tomorrow Glencoe Nutrition & Wellness (2004) Glencoe School-To-Work Handbook Glencoe Succeeding in the World of Work Glencoe The Developing Child Student Glencoe Wood Technology & Processes Glencoe Electricity: Principles and Applications Mavis Beacon, Typing North Dakota Fitness for Life (5th edition) Draw Write Now Book 1-8 Glencoe Art in Focus - Studio Art Glencoe Art Talk - Art Appreciation McGraw Hill Film Art: An</p>	0

Introduction Powerglide Spanish Glencoe Buen Viaje (Spanish) Powerglide
 French Powerglide German Powerglide Latin Prentice Hall Learning American Sign
 Language French The Learnables German The Learnables Japanese The
 Learnables Spanish The Learnables

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,405	\$48,648
State	\$5,455	\$57,071
Percent Difference – School Site and State	36% higher	17% lower

Note: Cells shaded in black do not require data.

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* Web page 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* Web page 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 2010–11)

Programs include student government and community service, high school counseling, comprehensive special education program, student success teams, remediation reading and math, CAHSEE support workshops, tutoring, reading intervention, parent training, small class instruction, and performing arts.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$38,744
Mid-Range Teacher Salary		\$55,509
Highest Teacher Salary		\$70,567
Average Principal Salary (Elementary)		\$92,338
Average Principal Salary (Middle)		\$96,427
Average Principal Salary (High)		\$94,401
Superintendent Salary		\$109,381
Percent of Budget for Teacher Salaries	28.00%	37.00%
Percent of Budget for Administrative Salaries	3.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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 (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	58%	62%	53%	58%	60%	52%	49%	52%	54%
Mathematics	38%	35%	35%	39%	39%	35%	46%	48%	50%
Science	56%	55%	60%	57%	55%	58%	50%	54%	57%
History-Social Science	33%	39%	44%	33%	38%	43%	41%	44%	48%

Note: 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	52%	35%	58%	43%
All Students at the School	53%	35%	60%	44%
Male	44%	33%	71%	52%
Female	60%	36%	53%	38%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	47%	44%	0%	0%
Native Hawaiian or Pacific Islander				
White	53%	34%	59%	43%
Two or More Races				
Socioeconomically Disadvantaged	38%	27%	52%	32%
English Learners	0%	0%	0%	0%
Students with Disabilities	44%	28%	0%	0%
Students Receiving Migrant Education Services				

Note: 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 Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008– 09	2009–10	2010– 11	2008– 09	2009–10	2010–11	2008– 09	2009–10	2010–11
English-Language Arts	72%	86%	60%	72%	86%	60%	52%	54%	59%
Mathematics	57%	64%	45%	57%	64%	45%	53%	54%	56%

Note: 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 (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40%	25%	35%	55%	30%	15%
All Students at the School	40%	25%	35%	55%	30%	15%
Male	0%	0%	0%	0%	0%	0%
Female	33%	25%	42%	67%	25%	8%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	41%	24%	35%	59%	24%	18%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	36%	36%	27%	64%	27%	9%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: 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 Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only.

This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.00%	32.00%	40.00%
7	15.00%	10.00%	65.00%
9	15.40%	34.60%	30.80%

Note: 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 Web page* 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	2008	2009	2010
Statewide	5	6	3
Similar Schools	2	2	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	32	3	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	28	5	1
Two or More Races	N/D		
Socioeconomically Disadvantaged	44	33	-4
English Learners			
Students with Disabilities			

Note: "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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	School	2011 Growth API		Number of Students	State
			Number of Students	LEA		
All Students at the School	236	766	29	707	4,683,676	778

Black or African American	5		0		317,856	696
American Indian or Alaska Native	4		0		33,774	733
Asian	5		0		398,869	898
Filipino	3		0		123,245	859
Hispanic or Latino	17	772	4		2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	202	761	14	670	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	89	711	22	689	2,731,843	726
English Learners	2		0		1,521,844	707
Students with Disabilities	28	674	8		521,815	595

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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 Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0%

Note: Cells shaded in black do not require data.

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* Web page 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	3.6	3.3	5.3	3.6	3.3	5.3	4.9	5.7	4.6
Graduation Rate	82.35	89.83					80.21	78.59	80.44

Note: 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 2010–11 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 2011		
	School	District	State
All Students	31		N/D
Black or African American	-		N/D
American Indian or Alaska Native	-		N/D
Asian	3%		N/D
Filipino	-		N/D
Hispanic or Latino	3%		N/D
Native Hawaiian or Pacific Islander	3%		N/D
White	91%		N/D
Two or More Races	-		N/D
Socioeconomically Disadvantaged	39%		N/D
English Learners	6%		N/D
Students with Disabilities	10%		N/D

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

Career Technical Education Programs (School Year 2010–11)

School does not yet offer Career Technical Education Programs directly. Students can participate in CTE programs through ROP and community colleges.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	22.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for

the most recent three-year period.

6 days per school year are dedicated to staff development. Staff development occurs at bi-monthly staff meetings. Full day trainings take place at the beginning of the school year in collaboration with CORE Charter Schools. In addition, staff often participate in the following annual conference (APLUS-Personalized Learning Conference, Charter School Development Leadership Update, and California Charter School Association Charter.

**Camptonville
Academy**

Camptonville
Elementary

**School Accountability Report Card,
2010-2011**

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