

Executive Summary School Accountability Report Card, 2011–12

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 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 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

Community Options for Resources in Education @ The Camptonville Academy (CORE@TCA) is a public charter school sponsored by the Camptonville Union Elementary School District since 1998. CORE@TCA serves students from K-12th grade in a *personalized learning* model.

Student Enrollment

Group	Enrollment
Number of students	358
Black or African American	2.2%
American Indian or Alaska Native	2.2%
Asian	1.4%
Filipino	0.8%
Hispanic or Latino	13.7%
Native Hawaiian or Pacific Islander	0.3%
White	79.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	38.5%
English Learners	1.7%
Students with Disabilities	9.8%

Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
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	55%
Mathematics	31%
Science	53%
History-Social Science	25%

*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
2012 Growth API Score (from 2012 Growth API Report)	763
Statewide Rank (from 2011 Base API Report)	3
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 13

*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

Inspection on the 12/6/2012 found facilities to be in “good” standing. In addition, a new educational resource center is being developed and is scheduled to open in the 13/14 school year.

Repairs Needed

The educational resource center is in need of new HVAC filters, new kitchen faucet, and small drip repair to the restroom faucet. All repairs have been scheduled.

Corrective Actions Taken or Planned

All current repairs needed have been scheduled. The new resource center is scheduled to open in 13/14.

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	\$5,843
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	93.10

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 2011–12 School Year

Published During 2012–13

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC 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 2012–13)

School		District	
School Name	Camptonville Academy	District Name	Camptonville Elementary
Street	619 Ninth St., Ste. D	Phone Number	(530) 288-3277
City, State, Zip	Marysville, CA, 95901	Web Site	www.cville.k12.ca.us
Phone Number	(530) 742-2786	Superintendent	Sandra Ross
Principal	Mr. Christopher Mahurin, School Director	E-mail Address	sross@cville.k12.ca.us
E-mail Address	cmahurin@coretca.org	CDS Code	58727286115935

School Description and Mission Statement (School Year 2011–12)

Community Options for Resources in Education @ The Camptonville Academy (CORE@TCA) is a public charter school sponsored by the Camptonville Union Elementary School District since 1998.

The mission of CORE@TCA is to utilize 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.

CORE@TCA provides opportunities for teachers, parents, pupils, and community members to improve pupil learning together; CORE@TCA encourages 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.

Educational Philosophy

CORE@TCA provides an educational model for students in K-12 who prefer not to be in a traditional setting. CORE@TCA utilizes the independent study/personalized learning approach to ensure that all students will become proficient in the following CORE objectives:

- ❖ California State Content Standards: All graduates will demonstrate course-work knowledge and performance that is consistent with the California State Standards.
- ❖ Performance-based skills: All graduates will be effective readers, writers, speakers, communicators, and problem solvers.

- ❖ Life-long Learning Skills: All graduates will be constructive thinkers, effective communicators, informed decision makers, functional producers, and virtuous citizens.

Our educational philosophy includes key attributes that comprise the personalized learning model and are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on parental involvement, small class sizes, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

Opportunities for Parental Involvement (School Year 2011–12)

CORE@TCA provides opportunities for parents to be directly involved in the educational process. Learning period meetings occur a minimum of six times per school year. These meetings take a team approach, involving parents, students, and the teacher. Parents also have the opportunity to work one-on-one with their child. Classroom volunteer options, parent workshops, special event participation, field trip attendance, school board membership, and school site council membership are all available to parents.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	22	Grade 8	29
Grade 1	22	Ungraded Elementary	0
Grade 2	19	Grade 9	34
Grade 3	19	Grade 10	42
Grade 4	25	Grade 11	27
Grade 5	29	Grade 12	26
Grade 6	32	Ungraded Secondary	0
Grade 7	32	Total Enrollment	358

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

Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	2.2%
Asian	1.4%
Filipino	0.8%
Hispanic or Latino	13.7%
Native Hawaiian or Pacific Islander	0.3%
White	79.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	38.5%
English Learners	1.7%
Students with Disabilities	9.8%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+
K	2.7	3	0	0	2.0	2	0	0
1	7.0	2	0	0	2.0	2	0	0
2	4.0	3	0	0	4.5	2	0	0
3	12.0	2	0	0	1.8	4	0	0
4	7.3	3	0	0	11.3	4	0	0
5	10.5	2	0	0	5.4	8	0	0
6	1.3	3	0	0	6.8	6	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*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+
English	2.8	57	0	0	2.2	72	0	0
Mathematics	3.1	41	0	0	3.5	41	0	0
Science	4.4	21	0	0	3.8	33	0	0
Social Science	2.7	53	0	0	3.6	45	0	0

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

III. School Climate

School Safety Plan (School Year 2011–12)

The procedures that the school follows to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies, including the following:

- ❖ A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- ❖ A requirement that all personnel submit proof of an examination for tuberculosis.
- ❖ A policy establishing that CORE@TCA functions as a drug, alcohol, and tobacco free workplace.
- ❖ All facilities comply with California Building code as adopted and enforce by the local building enforcement agency and fire-safety requirements. Facilities utilized are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- ❖ A requirement that each employee of CORE@TCA submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.
- ❖ All volunteers must be professional in their conduct, and all confidential items are handled by certificated or classified personnel.
- ❖ CORE@TCA conducts yearly vision, hearing and scoliosis screenings

These policies are incorporated as appropriate into student and staff handbooks and are reviewed on an ongoing basis.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12
Suspensions	0	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 2012–13)

The educational resource center is in need of new HVAC filters, new kitchen faucet, and small drip repair to the restroom faucet. All repairs have been scheduled. Overall, inspection on the 12/6/2012 found facilities to be in “good” standing. In addition, a new educational resource center is being developed and is scheduled to open in the 13/14 school year.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		

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

V. Teachers

Teacher Credentials

Teachers	School 2010–	School 2011–
	11	12
With Full Credential	19	23
Without Full Credential	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* 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	99.54%	0.46%
All Schools in District	99.54%	0.46%
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 2011–12)

Title	Number of FTE* Assigned to School
Academic Counselor	0
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)	0
Other	0

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 2012–13)

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

Year and month in which data were collected: November 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2003	No	0
Mathematics	2001	No	0
Science	2008	Yes	0
History-Social Science	2007	Yes	0
Foreign Language	2010	Yes	0
Health	2005	No	0
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	2002	No	0

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$2,400,223	\$394	\$5,843	\$55,824
State			\$5,455	\$57,019
Percent Difference – School Site and State	N/A	N/A	7%	2%

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 2011–12)

The school receives the following supplemental funds:

- Title 1 – Schoolwide program to upgrade the entire educational program of eligible students in high poverty areas
- Title 2 – Teacher and Principal Training to improve and increase the number of highly qualified teachers and principals.
- Title VI – Rural Education Achievement Program provide flexibility in the use of ESEA funds to eligible local educational agencies

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	School Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$40,765	\$38,625
Mid-Range Teacher Salary	\$51,865	\$55,530
Highest Teacher Salary	\$65,987	\$70,729
Average Principal Salary (Elementary)	N/A	\$92,955
Average Principal Salary (Middle)	N/A	\$96,092
Average Principal Salary (High)	N/A	\$94,993
Superintendent Salary	\$88,889	\$106,757
Percent of Budget for Teacher Salaries	40.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	62%	53%	55%	60%	52%	55%	52%	54%	56%
Mathematics	35%	35%	31%	39%	35%	33%	48%	50%	51%
Science	55%	60%	53%	55%	58%	53%	54%	57%	60%
History-Social Science	39%	44%	25%	38%	43%	26%	44%	48%	49%

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	55%	33%	53%	26%
All Students at the School	55%	31%	53%	25%
Male	49%	39%	46%	26%
Female	60%	24%	59%	24%
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	59%	19%	45%	13%
Native Hawaiian or Pacific Islander				
White	53%	33%	53%	24%
Two or More Races				
Socioeconomically Disadvantaged	43%	25%	38%	11%
English Learners	0%	0%	0%	0%
Students with Disabilities	38%	35%	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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	86%	60%	55%	86%	60%	55%	54%	59%	56%
Mathematics	64%	45%	44%	64%	45%	44%	54%	56%	58%

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	45%	30%	25%	56%	33%	10%
All Students at the School	45%	30%	25%	56%	33%	10%
Male	67%	20%	13%	73%	20%	7%
Female	32%	36%	32%	46%	42%	13%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White	52%	24%	24%	59%	28%	13%
Two or More Races						
Socioeconomically Disadvantaged	38%	44%	19%	67%	27%	7%
English Learners						
Students with Disabilities						
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 Physical Fitness Test Results (School Year 2011–12)

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	0.00%	11.80%	52.90%
7	35.70%	14.30%	35.70%
9	20.00%	30.00%	35.00%

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	2009	2010	2011
Statewide	6	3	3
Similar Schools	2	4	5

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	3	18	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	5	1	2
Two or More Races			
Socioeconomically Disadvantaged	33	-4	12
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 – 2012 Growth API

Comparison

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

Group	Number of Students	2012 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	252	763	31	742	4,664,264	788
Black or African American	6		0		313,201	710
American Indian or Alaska Native	6		0		31,606	742
Asian	4		0		404,670	905
Filipino	3		0		124,824	869
Hispanic or Latino	35	733	3		2,425,230	740
Native Hawaiian or Pacific Islander	0		1		26,563	775
White	198	763	7		1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	92	721	15	740	2,779,680	737
English Learners	4		0		1,530,297	716
Students with Disabilities	31	613	8		530,935	607

Adequate Yearly Progress

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

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

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 2011–12)

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations 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 2	
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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate	30.8	3.4	N/A	N/A	N/A	N/A	16.6	14.4	
Graduation Rate	69.23	93.10	N/A	N/A	N/A	N/A	74.72	76.26	

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2012	
	School	State
All Students	28	N/D
Black or African American	0	N/D
American Indian or Alaska Native	0	N/D
Asian	1	N/D
Filipino	0	N/D
Hispanic or Latino	1	N/D
Native Hawaiian or Pacific Islander	0	N/D
White	26	N/D
Two or More Races	0	N/D
Socioeconomically Disadvantaged	8	N/D
English Learners	0	N/D
Students with Disabilities	2	N/D

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

Career Technical Education Programs (School Year 2011-12)

Camptonville Academy does not directly offer Career Technical Education Programs. However, the school coordinates with Career Technical Education Programs in the community. Those options for students include Tri-County ROP, Yuba College, and One Stop training programs.

Career Technical Education Participation (School Year 2011-12)

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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	20.1%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	0	
Science	0	
Social Science	0	
All courses	1	.1%

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.

For the last three years, CORE@TCA has had staff development meetings at least monthly (two to three hours).

At CORE@TCA, teachers are facilitators of learning, instructors capable of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. Detailed, formal training begins for new teachers at the time of hire. New teachers receive full days of training as needed in the independent study/personalized learning approach and systems. All teachers attend two days of staff training in August, which includes professional development in curriculum and technology, safety policies, and changes to program in general. Analysis of STAR data and setting school-wide and individual student goals occurs as the school year begins. Regular staff trainings include curriculum and instruction support, department collaboration, individual student progress analysis, and development of student services. In addition, at the beginning of each school year, teachers define the professional goals they wish to achieve. The school budget will support training for these individual choices encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers are encouraged to attend the APLUS fall conference in which teachers collaborate with constituents within the personalized model of education. This standard for professional development is based on the concept that what is good for the students – a wide variety of engaging learning opportunities, creating and solving real problems, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners.