

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Camptonville Academy

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Camptonville Academy	District Name	Camptonville Elementary
Street	848 Gold Flat Rd., Ste. 3	Phone Number	530-288-3277
City, State, Zip	Nevada City, 95959- CA	Web Site	
Phone Number	530 478-9458	Superintendent	Judy Marovich
Principal	Janis Jablecki	E-mail Address	
E-mail Address	jjabelcki@coretca.org		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement

CORE @ TCA, 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.

The Board Values

1. Valuable educational experiences for all students
2. Educational choice and options producing results in student achievement of standards
3. Fiscal stability which reflects a balanced budget supporting student achievement
4. Team Building with staff; administrative, certificated and classified
5. Community Stature and Relations which reflects controlled growth.

FOUNDING GROUP
Community Options Resources in Education@The Camptonville Academy (CORE@TCA) has been in operation for nine years and has an excellent reputation and successful track record in broad-based learning. The founding group seeks to continue this design; meeting, and in many cases surpassing, all state and federal regulations.

The founding group is comprised of parents, teachers and managers who have successfully run the Charter School during its 9 year history. This group consists of certificated administrators; highly qualified California certificated teachers, parents and students.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM MISSION

The mission of the Charter School 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.

The Charter School 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.

EDUCATIONAL PHILOSOPHY

The Charter School provides an educational model for students in K-12 who prefer not to be in a traditional setting. The Charter School 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

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programs.

What it means to be an “educated person” in the 21st Century

The Charter School believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has achieved the California State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The student also has a thorough understanding of our national heritage. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of this Charter to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

The Charter School seeks to develop in each student the following academic and personal skills: Curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and learning centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others’ individuality and creativity, as well as one’s own, while seeking to work within teams to create common solutions.

As a by product of developing these academic and personal skills, the Charter School believes that these skills develop the following personal habits and attitudes: Accepting responsibility for personal decisions and actions, academic honesty and the ability to face challenges with courage and integrity, a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures, self-confidence and willingness to risk setbacks in order to learn, concentration and perseverance, self-motivation and competence, managing time in a responsible manner, seeking a fair share of workload, working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

The Charter School believes learning best occurs when a variety of modes and methods of instruction are implemented, so all students will be held to high academic and behavioral standards. Efforts made by parents, teachers, administrators, and the community will help achieve the goal of making life-long learners out of all of our students. The Charter School’s basic educational philosophy is that learning occurs best when:

- One-to-one teaching through student-tailored standards-based curriculum is the primary arrangement
- Students are permitted to work at their own pace while at the same time are challenged to stretch their capacities
- The curriculum best suits the needs and learning styles of all of the children, allowing for alternative methods to achieve state standards
- Enrichment opportunities such as research, apprenticeships, internet classes, appropriate uses of technology, and educational software that is integrated with the core curricula are employed
- Small group classes and parent/teacher/student conferences are viewed as critical aspects of an education
- Parents, teachers, administrators, students, the community, as well as the global information network, work together as a team to serve as the larger learning environment
- All learners have the opportunity to advance to their fullest potential

At enrollment, our personalized learning/independent study approach begins with a careful analysis of the student’s individual needs; based on STAR test data, school administered EdPerformance Scantron testing in Language Arts and Math, which reflects the student’s progress to date, the student’s learning modality, and strengths and weaknesses. Beginning with the very first meeting, we engage students, along with parents, in learning and goal setting. The Charter School teachers are trained to guide students into the correct courses for them, leading toward a high school diploma. Students who are performing at or above grade level standards are challenged to expand their learning opportunities and to pace themselves to achieve maximum success. Students who are academically low achieving are entered into remediation contracts which must include weekly meetings with the teacher or tutor. Both of these programs will be more fully explained in separate sections of this charter. The team of student, parent, and teacher continue to interact a minimum of twice every 22 school days, determining the student’s goals for each learning period, as well as how that will fit into his or her overall goals.

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Objectives of the Charter School include, but shall not be limited to, the following:

- This school will not discriminate in its programs, admission policies, employment practices and all other operations as provided for in the California State Constitution, Article IX Section 8 and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, or disability
- This charter renewal is granted for five years and can be renewed for an unspecified number of additional five-year periods
- The Charter School will serve students from all social and economic groups; targeting students whose educational experience to date has not resulted in the optimal academic and personal success. The Charter School will provide an educational experience for students that delivers a personalized approach to education, offering a distinctly different choice in public education for families in Yuba County and the counties contiguous to Yuba.
- The Charter School will enable students to become self-motivated, competent, and lifelong learners

HIGH SCHOOL PROGRAMS

The Charter School is accredited by the Western Association of Schools and Colleges until April 2010. Our high school catalog identifies the core courses, which have been a-g approved.

The Charter School's graduation requirements and high school course of study are aligned with college admission requirements and are consistent with WASC guidelines. Students entering the high school program through our own K-12 program, as well as students, who transfer from other high schools, meet with the Personalized Learning Teacher (PLT) and/or school counselor to establish a high school graduation plan. High school students are assigned to a highly qualified teacher in each of the core subjects. Our high school handbook includes a complete description and recommended course of study for graduation and for college admission. (Appendix B/Curriculum Catalogues and Side-by-Side Standards) Discussion of this impact of previous student coursework occurs during the pre-enrollment interview as well as ongoing teacher and student meetings. Issues include (1) how this new student's coursework from her/his previous school fits into the Charter School's graduation requirements, (2) how, therefore, to create and implement a personalized learning plan based on that previously completed coursework, and (3) how to best plan that particular student's coursework to fit into their personal goals (college, career), meet California's standards for high school graduation, and meet the Charter School's graduation requirements.

Also a factor in the teacher/parent/student planning process is to fit that particular student's plan into their more immediate goals, which may include transfer back into their local, comprehensive high school. The plan will attempt to either remediate or simply maintain that student's academic levels on a level commensurate with their peers. For instance, a sophomore planning to transfer to their local high school as a junior would be wise in taking World History, which is typically (if not always) a sophomore level class. This would allow them to enroll in U.S. History as a junior with their peers.

Our plan for informing parents of course transferability is to provide a parent/student handbook that includes this information and outline school policies and expectations for all students and parents. The school's courses that meet UC/CSU entrance requirements are listed in the parent/student handbook. All students and parents are required to complete an orientation with the area supervisor and the prospective teacher that includes a review of the handbook. In addition to a-g approved courses being listed in the handbook, a statement regarding the transferability of courses to other high schools is included. Both the a-g list and the information on transferability of classes will be updated on a yearly basis.

In addition, a transcript of all student work is maintained by our counseling office and will be given to any school making a student cumulative file request. The coursework of prior schools is indicated as well as the units earned through our program.

We also inform our parents and students of the options available and the impact of those options. The various methods of communication with parents and students involve, but are not limited to, the following:

- Personalized Learning Teacher (PLT) – Ongoing communication, including an extensive pre-enrollment interview process
- Counselor – Available for consultation via phone, email and/or personal meetings at the various centers
- High School Catalog – The catalog addresses many issues surrounding high school coursework, including transferability to other schools and preparation for college/university admission and career preparation
- Website – Offers an Academic Guidance section, largely for high school students.

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- Newsletters – Sent out once a month, this tool offers periodic updates, schedules and other pertinent information

Graduates from the Charter School will be equipped with strong academic skills and highly developed computer and network/research skills that will enable them to qualify for jobs in an economy that is increasingly technology-centered. This charter intends to develop contractual relationships with corporations, foundations and organizations that can facilitate the highest quality educational opportunities for the enhancement of both the academic program and personal growth through apprenticeships and community service in business and professional environments prior to graduation.

STUDENTS TO BE SERVED

The Charter School is legally available to all students in Yuba County and its contiguous counties (Sutter, Placer, Nevada, and Butte) We seek to reflect the general population group in the areas we serve. The Charter School has established the means and ways for each family with enrolled students to participate fully with the equipment and support needed to access all curricula and programs. The Charter School, as a public school, does not charge fees or tuition.

The Charter School targets families who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. Our program will focus on supporting the following student groups:

1. Students who are struggling academically in the traditional classroom setting or who have been expelled from a school district, or placed in an alternative education placement
2. Students of all ability levels, including but not limited to, special education, college preparatory, and gifted
3. Students who want to combine career and technical training with their core academic subjects
4. Home-schooled students who want the support and accountability of a standards-based public school

Opportunities for Parental Involvement

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

Contact Person Name: Helen Palmer

Contact Person Phone Number: 530-742-2786

Parental involvement is critical as students/parents may choose to do all or a portion of their studies away from the learning centers, entirely using the independent study instructional model. Parents are mentored by the teacher at each meeting, as well as attending parent trainings offered twice each year. If the student is not performing successfully exclusively as an independent study student, the team works together to choose from the other options listed at the top of this section. Parents or guardians who enroll their children in this charter will participate with the staff in their children's educational model and goals. The parents will serve as co-educators in their children's learning program and will also have the opportunity to play an active role in the governance and policy development of the school.

Parents/Students may also choose to attend the learning centers for a large variety of core and enrichment classes. Classes will be formed based upon satisfying the school's standards of meeting student interest and need, and will be based upon age level, skill level, language barriers, and other appropriate determining measures. Currently, the learning centers in Marysville, Nevada City and Colfax offer classes in language arts, math, social studies, science, and numerous electives. The Charter School standards will include keeping class sizes to no more than 15 students wherever possible, so that qualified teachers may offer personalized learning services to students within the classroom. We have created small communities in our learning centers where experimentation and creativity flourishes and children are known. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward school, for students of disadvantaged, underachieving, and lower socio-economic backgrounds. Students who have difficulty adapting to traditional school settings find the individualized nature of the personalized learning educational approach especially supportive of their unique needs and interests.

The administrator continues to monitor all aspects of the Charter School including but not limited to curriculum and instruction. The administrator will also monitor the CORE Butte Charter School through an MOU between the Camptonville Academy, Inc. and CORE Inc.

The Butte County centers have been contracted as centers for the new CORE Butte Charter School.

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Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	39	Grade 8	57
Grade 1	46	Grade 9	58
Grade 2	56	Grade 10	83
Grade 3	46	Grade 11	77
Grade 4	64	Grade 12	55
Grade 5	61	Total Enrollment	762
Grade 6	57		
Grade 7	63		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.8%	White (Not Hispanic)	87.9%
American Indian or Alaska Native	0.8%	Multiple or No Response	4.2%
Asian	0.8%	Economically Disadvantaged	21.6%
Filipino	0.0%	English Learners	0.0%
Hispanic or Latino	4.1%	Students With Disabilities	0.0%
Pacific Islander	0.4%		

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No Data Available

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II. School Climate

School Safety Plan

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

HEALTH AND SAFETY

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 policy establishing that the Charter School functions as a drug, alcohol, and tobacco free workplace.
- All facilities comply with local zoning 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 the Charter School 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.
- The Charter School 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

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SUSPENSION AND EXPULSION PROCEDURES

The Charter School has established a Pupil Suspension and Expulsion policy adopted by the governing board. In order to promote the learning and protect the safety and well being of all students in the school, school staff enforces disciplinary rules and procedures for student suspension and expulsion. The Policy may be amended as needed without the need to amend the Charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the Charter School must and may be suspended or expelled, is attached.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. The school complies with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee, with the student and his/her parent and whenever practical, the school employee who referred the student for discipline. The conference may be omitted if the Executive Director determines that an emergency situation exists in which the student's continued presence in the program constitutes a clear and present danger to the lives, safety or health of students or school personnel. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given an opportunity to present his/her version of the events and evidence in his/her defense. Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Students recommended for expulsion are entitled to a hearing before the Board of Directors. Written notice of the hearing shall be provided to the student and parent(s) at least five (5) days prior to the hearing. Written notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offenses which relate to the alleged violation
- A copy of the school's Pupil Suspension and Expulsion Policy
- Notification that the parent is obligated to provide information regarding the student's pending expulsion hearing to the school to which the student seeks enrollment
- The opportunity for the student and parent to appear in person and to employ legal counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question witnesses who testify
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A recording of the hearing will be made and maintained. Findings of fact shall be based solely on the evidence presented at the hearing. Hearsay evidence is admissible, but a decision to expel will not be based solely on hearsay evidence. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.

A student expelled from the school shall have no right of appeal, as the decision of the Charter School Board shall be final.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

No Data Available

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

FACILITIES

The facilities for the Charter School are located at the current sites. Costs of renting and maintaining these sites are included in the submitted annual budget.

MARYSVILLE:

Marysville Educational Resource Center
922 G Street
Marysville, CA 95901
530-742-2786

The Marysville Learning Center is owned by the Camptonville Academy Inc., and includes 4,020 Sq. Ft consisting of 3 classrooms, 5 meeting spaces, computer lab, auditorium, resource library, two restrooms, two storage closets, and a small kitchenette. This resource center serves a population of approximately 250 students who live in the Marysville/Yuba City area. Approximately 50-75 students utilize the center on a given day as they attend classes, tutoring, and special events.

The Marysville facility has annual fire inspections, has met the requirements of the inspections for 5 consecutive years, and continues to have regular inspections of fire safety equipment as well as fire and emergency drills.

COLFAX:

Colfax Educational Resource Center
225 South Railroad Street
P.O. Box 2017
Colfax, CA 95713
Phone 530-346-8340

The Colfax Center provides 2,409 sq. ft, and serves approximately 160 students living in the Colfax and Auburn area. Approximately 50-60 students may utilize the center on a given day. This facility includes 1,320 sq ft. consisting of two classrooms, a meeting space room, a larger community room, a computer lab and a restroom. The Colfax facility has annual fire inspections, has met the requirements of the inspections, and continues to have regular inspections of fire safety equipment as well as routine monthly fire and emergency drills. Our landlords provide facilities management, maintain all landscaping and repairs necessary, and are kept abreast of any needs or challenges. Our building is ADA compliant.

NEVADA CITY:

Nevada City Educational Resource Center

The Nevada City Center is our newest center, which provides 1,000 sq. ft. This center serves approximately 60 students living in the Grass Valley, Nevada City area. Approximately 10-20 students may utilize the center on a given day. This facility includes two classroom areas, meeting space room, a computer lab area and a restroom.

Both the Colfax and Nevada City sites are equipped with adequate student seating and workspace in each classroom in order to engage in core subject instruction along with enrichment programs. Furniture is updated annually and broken or unsafe furniture is discarded. Class sizes are kept to an average of 15 students per class not to exceed 20. Computer labs are also state-of-the art and have recently been updated through budgetary and grant funds. Scanners, printers, and a wide variety of the most current software are provided, as well as video streaming classes and classes offered on DVD.

The Charter School plans to enroll approximately 500 students in Yuba County and the contiguous Counties. It is the intention of the Charter School to continually monitor growth. The Charter School has functioned well with slow growth; we anticipate ultimately serving approximately 600 students by the end of the five-year term of the Charter. The Charter School does not seek District-owned facilities.

The Charter School will establish the headquarters at the site at 858 Gold Flat Road, Nevada City, CA 95959.

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School Facility Good Repair Status

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

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

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Good	Fair	Poor
Overall Summary	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2005-06
Teachers Teaching Outside Subject Area	0	0	0	--
With Full Credential	35	37	--	42
Without Full Credential	3	2	--	2

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Repair Needed and Action Taken or Planned
Fix the pedestrian gate and outside fences.
Fixing light fixtures in the Colfax Center
Only inside.
Colfax bathrooms need fixes.
We block off a parking lot for a playground.

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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

No Data Available

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

N/A

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Personalized Learning (PL) Teachers and all staff are evaluated yearly or bi-yearly. The evaluation process involves the use of development and review of Professional Development goals, the Personalized Learning Performance Evaluation, the Personalized Learning Performance Self-Evaluation, an observation of a PL teacher parent/student monthly meeting, an classroom instruction observation, culminating in an evaluation meeting at the end of the school year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

No Data Available

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<p>Reading/Language Arts</p>	<p>Elementary Catalog:</p> <p>Houghton Mifflin Whole Language Program Explode the Code Saxon Phonics Teach Your Child to Read Barton Reading Series Sing, Spell, Read and Write Pathway Readers Prentice Hall Timeless Voices Great Source Handbooks, Writing Strategies for Writers and Easy Writing Zaner-Bloser Handwriting Evan Moor Grammar and Punctuation Daily Grams Easy Grammar Houghton Mifflin Spelling and Vocabulary Evan Moor Building Spelling Skills Wordly Wise English from the Roots Up</p> <p>High School Catalog:</p> <p>All levels of Literature, McDougal Littell Reader's Choice, Glencoe Timeless Voices, Prentice Hall</p> <p>Basic Curriculum: Basic English Composition, AGS World Literature, AGS American Literature, AGS</p> <p>Exploring Literature Survey</p> <p>Apex Online Course for AP English Language Composition Apex Online Course for AP English Literature and Composition</p> <p>Journalism Today, Glencoe Speech, Glencoe</p>	<p>None</p>

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Mathematics	<p>Elementary Course Catalog:</p> <p>Sadlier-Oxford Progress in Mathematics Saxon Homeschool Mathematics K-2 Saxon Math 3-8 Prentice Hall Math, Pre Algebra and Algebra Glencoe Math, Pre Algebra and Algebra Understanding Mathematics: from Counting to Calculus Family Math</p> <p>High School Catalog</p> <p>Pre-Algebra, Prentice Hall Pre-algebra, Glencoe Pre-Algebra (Algebra 1/2) Saxon Algebra 1, Prentice Hall Algebra 1, Glencoe Algebra 1, Saxon Algebra 1, AGS Geometry, Prentice Hall Geometry, Glencoe Algebra 2 with Trigonometry, Prentice hall Algebra 2, Glencoe Algebra 2, Saxon Pre-Calculus, Prentice Hall Calculus, Prentice Hall AP Calculus, Apex Online Course Elementary Statistics, Prentice Hall AP Statistics, Apex Online Course Math with Business Applications, Glencoe Accounting, Real World Applications, Glencoe</p>	None
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Science	<p>Elementary Catalog:</p> <p>Kinder Science Kinder Packaged Curriculum, staff developed Evan Moor Kinder Science Harcourt Brace Science Holt, Rinehart and Winston Science Glencoe Science Backyard Scientist</p> <p>High School Catalog:</p> <p>Biology, Glencoe AP Biology, Apex Online Course Biology, AGS Essentials of Anatomy and Physiology, Prentice Hall Chemistry, Glencoe AP Chemistry, Apex Online Course Physical Science, Glencoe Physical Science, AGS Earth Science, Glencoe Earth Science, AGS Ecology of a Changing Planet, Prentice Hall Physics, Glencoe AP Physics, Apex Online Course</p>	None
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History-Social Science	<p>Elementary Catalog:</p> <p>Kinder Social Science Packaged Curriculum, Staff Developed McGraw Hill Social Science Houghton Mifflin Social Science Harcourt Social Science Oxford University Press, World in Ancient Times Oxford University Press, Medieval & Early Modern World Glencoe Social Science Oxford University Press, A History of Us The Story of the World, Susan Wise Bauer The Well Trained Mind</p> <p>High School Catalog:</p> <p>World History: Modern Times, Glencoe Modern World History, McDougal Littell World History, AGS The Americans, McDougal Littell American Odyssey, Glencoe AP US History, Apex Online Course US History, AGS US Government, Glencoe Magruder's American Government, McDougal Littell AP US History, Apex Online Course US Government, AGS Economics, Glencoe Economics, Prentice Hall AP Macroeconomics, Apex Online Course AP Microeconomics, Apex Online Course</p>	None
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Foreign Language	<p>Elementary:</p> <p>Powerglide Spanish Rosetta Stone</p> <p>High School:</p> <p>American Sign Language, Signing Naturally French, Powerglide French, The Learnables German, Powerglide German, The Learnables Japanese, The Learnables Latin, Powerglide Russian, Powerglide Spanish 1 and 2, Buen Viaje! Glencoe Spanish 1 and 2, The Learnables Spanish 1 and 2, Powerglide AP Spanish, Apex Online Courses</p>	None
Health	<p>High School:</p> <p>Health, Glencoe Life Skills Health, AGS</p>	None
Science Laboratory Equipment (grades 9-12)	<p>Earth Science:</p> <p>mineral samples weights balance scales</p> <p>Then, Biology:</p> <p>6 microscopes various prepared slides</p>	None

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

No Data Available

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CST Results by Student Group – Most Recent Year

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

No Data Available

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

No Data Available

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

No Data Available

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

No Data Available

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

No Data Available

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IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

No Data Available

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

No Data Available

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

EETT Grant was awarded to CORE in the 2005/06 school-year. The target group for the grant was 4-8th grade students who tested below basic in Math. Each of the centers was able to receive laptop computers in order to increase the target group's Math scores. Future School Math program is the software the centers are using in order to accomplish the goal.

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

No Data Available

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Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

No Data Available

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No Data Available

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	73	0
African American	0	0
American Indian or Alaska Native	1	0
Asian	0	0
Filipino	1	0
Hispanic or Latino	5	0
Pacific Islander	0	0
White (not Hispanic)	66	0
Socioeconomically Disadvantaged	13	0
English Learners	0	0
Students with Disabilities	0	0

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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CORE@TCA is committed to preparing students to enter the workforce. We do this in two different ways; 1. Students may participate in the Work Experience Education as described below, 2. Students may participate in the Regional Occupational Program.

WEE Course Description and Objectives

In conjunction with the student's place of employment, students will complete the following coursework. There are three responsibilities of the student:

1. Journal Log
2. Portfolio
3. Seminar attendance

Journal Log

Students are to complete a daily entry for each time period worked at her/his job. Entries should be brief (between ¼ and ½ page) and telling of the student's responsibilities, accomplishments, questions and challenges of the day. If a student would like to write more than the minimum, this is fine if the student feels the need to "talk out loud" about something that is on their mind. Journal entries should be a running document in Microsoft Word (or similar software) that is added to in the same document. Use of Headers and Footers for Course Title, Student Name, Semester (Fall, 2003) and Teacher should be used, along with the page number function in the Header & Footer function. Students are also encouraged to use language consistent with words ideally used in a resume (i.e. Action words connoting responsibility and accomplishment).

Portfolio

The Portfolio is a collection of the work that the student completes over the course of the semester. The report cover is to be a clear faced and have three tabs for paperwork. There should also be a number of clear sheet protectors to house documents that need to remain "polished," such as a resume. This will be a set of documents that will be updated in the future and should be join a student on a future job interview. The Portfolio should contain the following:

- A cover sheet, or title page for the portfolio (i.e. "Employment Portfolio")
- An application that is completely filled out with all of the student's information except for Social Security number – former employers' addresses, time frames of past employment, lists of awards.
- A sample letter of introduction
- Two different styles of the student's resume (functional and chronological)
- A sample resume cover letter
- Interview question responses in writing (to be provided by instructor)
- A sample thank you letter
- Seminar work
- The student's Journal Log (when completed at the end of semester)
- Optional: record of the use of a budgeting software program such as Quicken or Microsoft Money
- Any other item pertinent to a portfolio. For instance, a few pictures of on-the-job accomplishments, an example of the student/employee's work, etc.

The Portfolio should look clean, professional and complete! The completed folder is required to be in the possession of the WEE Director for review no later than January 16, 2004. Send to: CORE @ The Camptonville Academy, Attn. David Peterson, 848 Gold Flat Road, Suite 3, Nevada City, CA, 95959.

Seminar – Seminar dates are set for each Educational Resource Center at the beginning of each year.

The seminar will be a time set aside for group activities, learning and exploration. Seminar curriculum and assignments will include topics such as (1) personal inventories via internet, software and paper assessments, (2) self-awareness activities, (3) conducting job search activities, (4) research of the labor market, careers of interest, (5) job acquiring skills, (6) skills to maintain a job, etc. Students will keep all assignments and include these in a Portfolio, which will be reviewed and graded by the WEE Director.

Grading

Students will be graded according to the following parameters

Employer evaluation – 40%

Seminar attendance and contribution – 30%

Portfolio (quality and completeness) – 30%

Units

Students are awarded high school credit for (1) satisfactory completion of the related classroom instruction (80% or better in the previously outlined grading system) and (2) hours on the job. Units for hours on the job are as follows, with a maximum of 10 units allowed per semester:

20 – 39 hours = 1 units 120 – 139 hours = 6 units

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40 – 59 hours = 2 units 140 – 159 hours = 7 units
60 – 79 hours = 3 units 160 – 179 hours = 8 units
80 – 99 hours = 4 units 180 – 199 hours = 9 units
100 – 119 hours = 5 units 200+ hours = 10 unit

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	37.0
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No Data Available

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No Data Available

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

100% of the students were enrolled in courses required for UC/USC admission.
Graduates Who Completed All Courses Required for UC/CSU Admission equals 15%.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

No Data Available

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

CURRICULUM AND INSTRUCTIONAL DESIGN

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The Charter School offers a blended educational program with the following options:

- Full-time state-standards-based independent study with credentialed teachers who monitor student outcomes, develop a customized curriculum, and mentor parents as they instruct their children
- Curriculum catalogues offering a choice in state adopted and state aligned curriculum. All curriculum is aligned to state standards through the use of Pathways Report Writer Software (Appendix B)
- Weekly on-campus electives, seminars, science labs, group projects, tutoring, media center, core subject instruction, and teacher office hours available to all students
- Concurrent enrollment in college courses
- Enrollment in Distance Learning courses
- Any combination of the above options, while following all requirements and procedures appropriate for independent study

The Charter School's program utilize these core instructional components in order to fulfill the school's mission to prepare students for college, work, and citizenship in a personalized program. These components groom students to complete rigorous college level work that is meaningful and relevant to each student's personal goals and interests. This tight connection between knowledge and application is fostered through a personalized learning model that is founded on strong teacher-parent-student relationships. All educational options are available to all students, giving each student and parent the ability to design a program that provides an education that allows the student to excel academically and socially. Students are able to attend community college classes and may graduate early with credit toward their college graduation.

The Charter School's curricula meets research-based state content standards. Curriculum is provided for each core subject, approved by the State of California and aligned directly to the standards. Our elementary and high school catalogs detail fully the options available. At each adoption cycle, a team of teachers, with background in the core area, visit the county office of education to evaluate the selections and recommend new curricula for our elementary and high school catalogs. Each of the recommended and approved state adopted texts is available on site. At such a time when additional copies are required, the school will purchase these.

Examples of core curricula typically chosen by the personalized learning team for an elementary student would include the Houghton Mifflin Language Arts series, Sadlier-Oxford Progress in Math, Harcourt Science and Harcourt Social Studies. A high school student would be typically directed into the Prentice Hall Literature, Glencoe Science (with a weekly lab on site), Prentice Hall World or United States History, Glencoe Economics and Government, and Glencoe mathematics. At such a time as the team identifies these options as not best helping the student, which may be at the initial meeting or once assessments can be evaluated, other options in our catalog are explored. For example, an elementary student identified as low achieving in reading skills may supplement the curriculum with a phonics remediation program such as Saxon Phonics, be assigned to a tutor, etc. As explained above, any alternative options must be aligned to the state standards through careful planning between the teacher and parent, and recorded using the Report Writer software as explained below. Further explanation of the program design for academically low and academically high achieving students is explained further on in the petition.

How the program is implemented:

Interested parents or students will contact the school. A pre-enrollment interview is scheduled to ensure that the parents and students understand the model of our personalized learning/independent study approach. An enrollment packet is completed which includes the mandatory immunization information, kindergarten health exam, request for the cumulative file, etc. (Appendix C/Enrollment Packet) A teacher is designated to be the PLT for that student. This teacher is the primary overseer of the student's instruction, whether the student is exclusively using the independent study model or a combination of independent study, classroom instruction, or distance learning.

A team is formed with the PLT, the parent and the student. During the initial meeting between all team members a discussion, using current standards-based assessments, and grades, of each core area helps identify the student's academic progress to date and any particular learning modalities and passions that the student has. Upon enrollment, parents, students and teachers enter into a semester Master Agreement which guides instruction throughout the semester. (Appendix D/Master Agreement) This Master Agreement specifies the courses to be completed as well as other mandatory requirements. At the elementary level, all students must complete a full standards-based language arts, math, science, social studies, and physical education course in addition to electives including music, art, etc. High school students must enroll in courses which will lead to the high school diploma as outlined in our high school graduation requirements, included in our high school catalog.

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Following enrollment, the parent/student/teacher team meets regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency in each learning area is monitored and recorded during the twice-every-22-day learning meeting, in which the team discusses the goals for the learning period, the completion of assignments, the cooperation and pro-activity of the student, and the goals for the next month.

The teacher records whether all assignments have been completed, and indicates in the report whether the student is attaining goals, by commenting on progress in the evaluation section of the report. Teachers must request a special exception if the assignment period extends beyond 22 days. (A maximum of 30 days may elapse between assignments, by board policy.) At least 80% of assignments must be completed, or a missing assignment report is issued. If a missing assignment report is issued, mandatory weekly meetings are put into place, and the parent/student/teacher team will begin to evaluate whether independent study is an appropriate placement for the student. A maximum of three missing assignment reports are allowable in a year.

GOVERNANCE STRUCTURE

Legal Status: The Charter School is organized as a California nonprofit public benefit corporation. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As such, The Charter School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend, and hold harmless the County for damages resulting from the acts of the School.

The Charter School has federal and state tax-exempt status (501C3).

The District will not be liable for any actions taken by the Charter School. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. The Charter School and the District have been operating under a Memorandum of Understanding, which may be reviewed upon request by the District or the Charter School. The Charter School will act as its own fiscal agent to the fullest extent of the law. The Charter School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

Conflict of Interest: A Conflict of Interest policy has been developed as part of the corporation that complies with the Political Reform Act, Government Code Sections 87000 and nonprofit corporation law, which shall apply to all board members and employees. No Board of Directors member or employee of the Charter School can be an employee or derive direct or, as law may permit, indirect benefit from the activities of any vendor that the school may contract with in the future. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required.

Governance: Parent and community involvement in the governance of the school is assured by virtue of their participation in the Board of Directors and Charter Advisory Council. The Charter School will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

The Charter School will have a two-tier level of governance; designed to promote maximum participation by all stakeholders, especially parents. This governance structure at board and charter advisory council level will follow the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and the Conflict of Interest Statutes (Government Code 1090).

Board of Directors

The Charter School will be governed by the The Camptonville Academy. Inc. Board of Directors, which governs the CORE@TCA Charter School. This board will be comprised of three to five members; two parents, one or two with students in the Charter School, and no more than one parent at large, and three community members from the sponsoring County or one of the contiguous Counties.. The members are elected according to the election process. All meetings will be held in public locations in Yuba County or one of the contiguous Counties. The major roles and responsibilities will include, but not be limited to establishing and approving all major educational and operational

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policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating administrative staff. The Board of Directors will be governed in its operations and its actions by its corporate bylaws, which shall be consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The day-to-day management of the Charter School shall be delegated to the Charter School Executive Director, an appointee of the Board of Directors.

The membership, voting rights, term etc. of the members of the Board of Directors shall be delineated in the corporate bylaws. (Appendix I/Membership Policy & Bylaws)

The Board of Directors complies with all applicable federal, state and local laws. It retains independent legal counsel, when necessary. It purchases and maintains, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the Charter School or a third party any of those duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly, and shall be held at a location within Yuba County or the contiguous Counties jurisdictional boundary. Notices, agendas, and minutes of meetings are recorded and retained in the Charter School's files. These records will be accessible for public and CUESD review upon request.

Charter Advisory Council

The establishment of Charter Advisory Council is intended to represent all primary stakeholders in the Charter School. The Council will be comprised of parents, PLTs, Executive Director or designee, and community representative. The Executive Director or designee has permanent position on the Council.

The Council is the primary advisory group to the Board of Directors. The Council consists of five (5) members, two (2) of whom are parents of enrolled students. The Executive Director is the chairperson of the Council.

The Council is responsible for making recommendations to the Board of Directors in relation to the school's total governance, including, but not necessarily limited to:

- Fiscal accountability
- Educational program / instructional strategies
- Policies and procedures for operations

The Council makes recommendations directly to the Board of Directors of the Charter School. Final authority for all matters dealing with the administration or operation of the Charter School shall reside with the Board of Directors.

Each group, Board and Council, elects its representative(s) from the pool of prospective or interested persons by a simple majority vote. The Board of Directors ratifies the slate of potential council membership prior to election. After one year of service, a representative may be re-elected to serve additional year(s), following the above election process. In the event of a resignation, a new election will be initiated as described above, no later than one month after written receipt of the resignation. Non-attendance at three consecutive Council meetings constitutes a mandatory resignation and requires no written resignation.

Leadership Teams

There are three major staff leadership bodies:

- The Teaching Staff
- The Area Coordinator Team
- The Leadership Team

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The Teaching Staff

The staff meets twice monthly to discuss current issues and do local training

The Area Coordinator Team

This team is made up of the local administrators of the sites and the Executive Director. They discuss and make decisions regarding the teaching delivery, curriculum and facilities issues.

The Leadership Team

The Leadership Team is made up of the Executive Director, the Administrative Assistant, the Area Coordinator Educators of the various sites, the School Director of CORE Butte Charter School, a High School Counselor and the Technology Expert. They meet three to four times a year to discuss strategic planning, goal setting and various school improvement projects.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Prioritizing Professional Development

The process of prioritizing professional development is collaborative at CORE. The leadership team meets throughout the year to discuss the critical areas of need of the staff members. The Teaching staff members fill out a survey to give their input on the priorities of the school. These needs are then prioritized in order to support staff. The chart below defines the ways in which the charter school supports the on going staff development.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	3,600	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	50,400	54,000
5	50,400	54,000
6	50,400	54,000
7	50,400	54,000
8	50,400	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

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Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes
	State Requirement
9	180 Days
10	180 Days
11	180 Days
12	180 Days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

N/A