

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



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 on the 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

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2008-09)

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	
City, State, Zip	Nevada City, CA 95959-	Web Site	
Phone Number	530 478-9458	Superintendent	
Principal		E-mail Address	
E-mail Address		CDS Code	5-872728611593

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

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

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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 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

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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.

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.

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- 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.
- 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,

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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

School Effectiveness

Measured by Return on Investment (RoI)

Parents, school administrators, foundations, and public policy makers have found it difficult to determine public schools' education delivery system efficiency in terms of output and measure investment yields in terms of student achievement as inputs. These quandaries are complicated further by the fact there has been unreliable and inconsistent metrics from which to evaluate the effectiveness of schools that, by definition, combines outputs and inputs in the form of Return on Investment (RoI).

The education establishment is beginning to value, understand, and develop metrics necessary to make a reasonable assessment of school performance, in part, from the encouragement of the Federal enactment of "No Child Left Behind." In California, the Academic Performance Index (API) has become a reliable means to capture a school district or school's socioeconomic characteristics, test scores, and comparative bands to determine academic achievement. The API now affords us the opportunity to correlate financial data to develop a school district or school's RoI profile.

The following RoI data and calculation for the Yuba County school districts were obtained from their 2005/06 and 2006/2007 API and financial information submitted to the California Department of Education and retrieved from "Dataquest"; CDE's data base. Dataquest not only provides efficient information retrieval but longitudinal data analysis as well.

The RoI Calculation:

Elementary, High School, and Unified School Districts are grouped separately. Schools, as data points, within school districts were not measured as per student cost and revenue is not currently available (although CDE may want to organize this information for future analysis). The API and financial data obtained from their financials was matched by the dollar cost per student Average Daily Attendance (ADA) and the \$ revenue per student ADA.

The efficiency calculation, output, was derived by dividing the API score by the \$ Cost per ADA. The investment yield calculation, input, was derived by dividing the API score by the \$ Revenue per ADA. RoI, effectiveness, resulted from the average of the two measures:

2005/06 \$ Cost Efficiency \$ Revenue Investment Effectiveness P-2 ADA
API Per ADA Per ADA Change

Camptonville Academy 721 5,642 0.128 5,731 0.126 0.127 -0.002 736.4
Camptonville Elementary 804 18,146 0.044 16,879 0.048 0.046 -0.003 54.92
Marysville Joint Unified 678 7,609 0.089 7,852 0.086 0.088 -0.001 9004.85
Plumas Elementary 703 5,830 0.121 6,626 0.106 0.113 0.046 316.66
Wheatland Elementary 801 10,382 0.077 11,239 0.071 0.074 -0.025 1397.38
Wheatland Union High 697 8,679 0.080 8,913 0.078 0.079 -0.010 619.57

2006/07 \$ Cost Efficiency \$ Revenue Investment Effectiveness P-2 ADA
API Per ADA Per ADA Change

Camptonville Academy 740 6,530 0.113 7,056 0.105 0.109 -0.018 786.27
Camptonville Elementary 755 19,553 0.039 21,604 0.035 0.037 -0.009 63.05
Marysville Joint Unified 705 12,634 0.056 13,051 0.054 0.055 -0.033 6621.18

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Plumas Elementary 738 8,305 0.089 8,353 0.088 0.089 -0.025 918.73
Wheatland Elementary 800 11,454 0.070 11,448 0.070 0.070 -0.004 1304.57
Wheatland Union High 719 9,552 0.075 9,745 0.074 0.075 -0.005 679.76

Observation:

API alone does not reveal if the school district is allocating resources efficiency or determine investment yields. In addition, the highest RoI does not mean the school district scored the highest API. Rather, the API, matched with their financial data, displays a different profile and answers the question, is this school district maximizing its resources to increase student achievement relative to other school settings?

Opportunities for Parental Involvement (School Year 2007-08)

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 (School Year 2007-08)

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	27	Grade 8	35
Grade 1	28	Ungraded Elementary	0
Grade 2	36	Grade 9	39
Grade 3	29	Grade 10	47
Grade 4	23	Grade 11	56
Grade 5	42	Grade 12	51
Grade 6	40	Ungraded Secondary	0
Grade 7	35	Total Enrollment	488

Student Enrollment by Group (School Year 2007-08)

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	0.20%	White (not Hispanic)	86.68%
American Indian or Alaska Native	2.05%	Multiple or No Response	4.30%
Asian	0.61%	Socioeconomically Disadvantaged	30.00%
Filipino	0.61%	English Learners	--
Hispanic or Latino	5.53%	Students with Disabilities	5.00%
Pacific Islander	--	n/a	n/a

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Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	9.0	1	9	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

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).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	10.0	8	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	12.8	7	1	0	11.3	13	2	0
Science	0.0	0	0	0	20.8	3	0	1	0.0	0	0	0
Social Science	0.0	0	0	0	12.4	5	0	0	9.8	16	0	0

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III. School Climate

School Safety Plan (School Year 2007-08)

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.

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.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	0.5	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: 2/11/2009

IV. School Facilities

School Facility Conditions

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.

Planned Improvement

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

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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.

We are currently actively seeking a new location for the Yuba/Sutter students as we have outgrown our present facility. We have entered into a process to determine the feasibility of building a new site in Marysville. The CORE TCA School plans to enroll approximately 300 students in Yuba/Sutter Counties.

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.

In November 2008 a new charter for the Placer/Nevada students was approved by the Colfax Elementary School District. This school will open its doors in July, 2009. The estimated enrollment for CORE Placer Charter School is 250 students in its first year. We will be seeking a small facility in the Loomis area.

It is the intention of both Charter Schools to continually monitor growth. The Charter School has functioned well with slow growth; we anticipate ultimately serving approximately 600 students in both schools 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 (School Year 2008-09)

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			Repair Needed and Action Taken or Planned
	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			
Instalación eléctrica (interior y exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds				
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: October 15, 2008

Completion date of inspection form: October 15, 2008

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V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	37	40	22	26
Without Full Credential	2	2	2	2
Teaching Outside Subject Area of Competence	--	--	17	n/a

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.9%	1.1%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	--	--

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	90
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	0.5	--
Psychologist	as needed	--
Social Worker	--	--
Nurse/a	as needed	--
Speech/Language/Hearing Specialist	0.3	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides 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.

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

The selection process begins in the fall with a curriculum committee. Members of the committee attend the workshops available that inform them of the current cycle and the materials in review. In January the committee reassembles and discusses the Schools' catalogs, reviewing each item offered to students and parents. The committee members choose the items for the subsequent year and the catalogs, elementary and high school, is published by March 15th of the current year.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Explode the Code A, B, C, Tchr Guide	2008
History-Social Science		2008
Mathematics		2008
Science		2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned 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%

Textbook Information Collection Date: 1/27/2009

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$725,146.00	\$287.30	\$6,964.16	\$57,000.00
District	n/a	n/a	--	--
State	n/a	n/a	\$5,300.00	\$54,322.00
Percent Difference – School Site and State	--	--	23.9%	4.7%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 1 Remediation, Student Success Team Meetings, Tutoring, Small Class remediation, remedial software, i.e. Scantron, ALEKS, etc.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$37,322.00
Mid-Range Teacher Salary	--	\$53,824.00
Highest Teacher Salary	--	\$67,700.00
Average Principal Salary (Elementary)	--	\$85,507.00
Average Principal Salary (Middle)	--	\$91,421.00
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$104,993.00
Percent of Budget for Teacher Salaries	21.2%	37.6%
Percent of Budget for Administrative Salaries	6.0%	6.4%

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IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51%	52%	51%	50%	52%	51%	42%	43%	46%
Mathematics	31%	30%	26%	33%	31%	28%	40%	40%	43%
Science	38%	44%	38%	39%	45%	40%	35%	38%	46%
History-Social Science	28%	21%	31%	27%	22%	30%	33%	33%	36%

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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.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	--	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	--	*
Filipino	*	*	--	--
Hispanic or Latino	42%	18%	*	*
Pacific Islander	--	--	--	--
White (not Hispanic)	53%	27%	40%	34%
Male	49%	32%	47%	40%
Female	52%	19%	30%	24%
Economically Disadvantaged	37%	18%	26%	--
English Learners	--	--	--	--
Students with Disabilities	41%	36%	*	--
Students Receiving Migrant Education Services	--	--	--	--

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CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	--	--	51.2%	--	--	*	51.1%	48.6%	52.9%
Mathematics	--	--	44.2%	--	--	*	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	48.8%	41.5%	9.8%	55.8%	34.9%	9.3%
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	47.4%	42.1%	10.5%	55.0%	35.0%	10.0%
Male	55.6%	33.3%	11.1%	47.4%	42.1%	10.5%
Female	43.5%	47.8%	8.7%	62.5%	29.2%	8.3%
Economically Disadvantaged	*	*	*	81.8%	18.2%	0.0%
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

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California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	51.60%
7	14.00%
9	32.10%

X. 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 API Web page 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.

API Rank	2005	2006	2007
Statewide	4	4	4
Similar Schools	3	2	7

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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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	1	17	-24	716
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	8	12	-14	725
Socioeconomically Disadvantaged	-16	-11	-39	639
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	No	n/a

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Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Yearh in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.0	3.3	8.3	0.0	3.3	8.3	3.1	3.5	4.4
Graduation Rate	100.0	89.1	92.0	0.0	0.0	0.0	85.0	83.0	79.5

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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 2007-08 school year in grade 12, 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 CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	100%	--	n/a
African American	2%	--	n/a
American Indian or Alaska Native	2%	--	n/a
Asian	0%	--	n/a
Filipino	0%	--	n/a
Latino	8%	--	n/a
Pacific Islander	0%	--	n/a
White	96%	--	n/a
Socioeconomically Disadvantaged	6%	--	n/a
English Learners	0%	--	n/a
Students with Disabilities	0%	--	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

No Data Available

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	181
Percent of pupils completing a CTE program and earning a high school diploma	100.0%
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 (School Year 2007-08)

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60%
Graduates Who Completed All Courses Required for UC/CSU Admission	60%

Advanced Placement Courses (School Year 2007-08)

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	14	24	24