



Camptonville Academy

321 16th Street • Marysville, CA 95901 • (530) 742-2786 • Grades K-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Camptonville Academy Charter School

321 16th Street
Marysville, CA 95901
(530) 742-2786
www.coretca.org

Governing Board

Kathleen Poulson
Dorothy Rongley
Stevan Campbell
Terri Burroughs
Michael Bohmann

Administration

Mr. Christopher Mahurin
School Director

Sponsoring District

Camptonville Elementary School District

16585 School St.
Camptonville, CA 95922
(530) 288-3277
www.coretca.org

District Governing Board

Jessi Wilcox Mullins
Candace DeMaranville
Richard DicKard
Sidonie Christian
Wendy Tinnel

District Administration

Mrs. Sandra Ross
Superintendent

School Description

Mission Statement: CORE @ The Camptonville Academy, 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 support 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.

Motto: Personalized Learning for Student Success!

CORE is a public Personalized Learning charter school, supporting families who home-school their children. A personalized educational program is designed for each student. Since CORE is a public charter school, there is no cost to attend our school.

Families are assigned to a credentialed teacher who provides constant direction for the parent/student/teacher team. This credentialed teacher assists the parent in the selection of curriculum from a vast array of state standards aligned texts, appropriate for each child's level in each subject area. The teacher then guides the parent throughout the year. Parents take the role of the primary educator of their own child. It is a challenging, exciting, and rewarding task.

The school also provides support classes at our school. Elementary students may choose classes ranging from academic support to enrichment. Some classes encourage advanced students to explore ideas and events beyond the regular curriculum. High school students are also offered a number of academic support and enrichment classes. CTE, ROP, junior college concurrent enrollment, and community instruction are all attractive components of our high school program.

All students are given opportunities to extend learning through parents' own creativity and exploration. The program affords an enormous amount of freedom to attend places and events interesting and valuable to the student, including field trips, assemblies, and school events.

In addition, CORE works with parents to receive instruction from approved vendors in the community. Examples may include karate lessons, music lessons, dance lessons, art lessons, and tutoring in specific subjects, etc.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	21
Grade 1	22
Grade 2	29
Grade 3	22
Grade 4	34
Grade 5	39
Grade 6	36
Grade 7	46
Grade 8	49
Grade 9	44
Grade 10	36
Grade 11	45
Grade 12	39
Total Enrollment	462

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.3
Asian	1.3
Filipino	0
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.2
White	64.7
Two or More Races	11.7
Socioeconomically Disadvantaged	57.4
English Learners	0.6
Students with Disabilities	8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Camptonville Academy	14-15	15-16	16-17
With Full Credential	24	23	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Camptonville Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Camptonville Academy	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Including but not limited to: All About Learning Press K-2, Cyber High, Easy Grammar, Educators Publishing Service, Evan-Moor Grammar & Punctuation Gr. 1-6, Evan-Moor Spelling GR 1-6, Glencoe Speech, Gr. 10 Readers Choice Course 5, Gr. 11 Readers Choice American Literature, Gr. 12 Readers Choice British Literature, Gr. 9 Readers Choice Course 4, Glencoe Journalism, Glencoe Treasures 6-8, Great Source Daybook of Critical Reading & Writing, Great Source Reading & Writing Houghton, Houghton Mifflin Harcourt Journey's Common Core K-6, Handwriting Without Tears, K-12 Inc., McDougal The Language of Literature HS, Pathway Readers K-3, Pearson Reading Street 1-6, Pearson My Perspectives Gr.6-12, Prentice Hall Timeless Voices Gr.7-12, Saxon Phonics, SCOUT, Strategies for Writers GR 1-8, The Wheatley Portfolio K-12, Zaner Bloser Grammar (G.U.M.), Zaner Bloser Handwriting, Wordly Wise Grades 2-12, Vocabulary from Classical Roots.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Mathematics	<p>Including but not limited to: Carnegie Math Gr.6-12, College Preparatory Mathematics Gr.5 - Geometry, Cyber High, Eureka Math, Excel Math K-6, Glencoe Algebra II [CAed.], Glencoe Accounting: Real World Applications, Glencoe Math with Business Applications, Glencoe Pre-Algebra, Glencoe Algebra I [CA ed.], Glencoe Geometry [CA ed.], K-12 Inc., Jump Math Gr. 1-5, McGraw-Hill My Math K-8 Common Core Alignment, Pearson Integrated Math 1,2,3 Common Core, Prentice Hall Algebra II, Prentice Hall Algebra I (CA ed.), Prentice Hall Geometry (CA ed), Prentice Hall Pre-Algebra (CA ed.), Progress in Math Gr. K -6, Singapore Math K-6, Spring Board Math, SCOUT, Teaching Textbooks Gr. 3- Calculus.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Science	<p>Including but not limited to: Cyber High, Glencoe Biology: The Dynamics of Life (CA), Glencoe Chemistry, Glencoe Earth Science: Geology, the Environment and the Universe, Glencoe Focus on Earth Science (6), Glencoe Focus on Life Science (7), Glencoe Focus on Physical Science (8), Harcourt Science Gr 1-5, Harcourt K Science Instant Readers Collection, K-12 Inc., Houghton Mifflin Fusion K-5, National Geographic Exploring Science K-5, Pearson Interactive Science K-8, Prentice Hall Ecology of a Changing Planet (ecology) 3rd ed., Prentice Hall Essentials of Anatomy & Physiology, Prentice Hall Conceptual Integrated Science Explorations, Prentice Hall Conceptual Physics, SCOUT.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
History-Social Science	<p>Including but not limited to: Cyber High, Glencoe American Odyssey (U.S. History), Glencoe Economics:Principles and Practices, Glencoe Discovering Our Past Gr 6-8, Glencoe The Developing Child, Glencoe U.S. Government:Democracy In Action, Glencoe Understanding Psychology, Glencoe Understanding Sociology, Glencoe World History Modern Times (2006), Hammond Odyssey World Atlas with Map, Harcourt Social Studies Gr 1-6, K-12 Inc., Magruder's American Government, McDougal Modern World History, McDougal The Americans (U.S. History), Oxford University Press Ancient History, Oxford University Press Medieval History, Oxford University Press A History of US (CA Ed.), The Story of the World, Vol. 1-4, Prentice Hall Economics: Principles In Action, Prentice Hall World Geography, SCOUT.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Foreign Language	<p>Including but not limited to: Cyber High, Glencoe Buen Viaje, K-12 Inc, The Rosetta Stone, Middlebury, SCOUT.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Health	<p>Including but not limited to: Cyber High, Glencoe Health, Glencoe Nutrition & Wellness, Glencoe School-To-Work, Glencoe The Developing Child, K-12 Inc., Seven Habits of Highly Effective Teens.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Including but not limited to: Cyber High, Draw Write Now Book 1-8, Glencoe Art in Focus - Studio Art, Glencoe Art Talk -Art Appreciation, K-12 Inc., McGraw Hill Film Art: An Introduction. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science Laboratory Equipment	Including but not limited to: materials necessary for a Biology Lab, Earth Science Lab, Life Science Lab, Environmental Science Lab, Forensic Science Lab, Integrated Science Lab, Physics Lab, and Chemistry Lab. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Camptonville Elementary, Marysville, and the Lakeside Resource Centers are in good standing.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/29/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	40	48	43	44	48
Math	29	31	31	35	34	36

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	112	101	90.2	65.4
Male	55	48	87.3	72.9
Female	57	53	93.0	58.5
Hispanic or Latino	20	19	95.0	63.2
White	67	62	92.5	59.7
Two or More Races	17	13	76.5	92.3
Socioeconomically Disadvantaged	57	52	91.2	59.6
Students with Disabilities	13	12	92.3	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	57	56	65	--	--	66	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.5	29.2	41.7
7	19.4	30.6	27.8
9	29	38.7	16.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	26	22	84.6	18.2
	4	33	27	81.8	25.9
	5	32	30	93.8	50.0
	6	34	28	82.3	32.1
	7	42	40	95.2	37.5
	8	45	37	82.2	48.6
	11	45	44	97.8	54.5
Male	3	11	9	81.8	33.3
	4	16	13	81.3	30.8
	5	16	14	87.5	42.9
	6	12	11	91.7	9.1
	7	25	23	92.0	26.1
	8	25	20	80.0	45.0
	11	27	27	100.0	51.9
Female	3	15	13	86.7	7.7
	4	17	14	82.3	21.4
	5	16	16	100.0	56.3
	6	22	17	77.3	47.1
	7	17	17	100.0	52.9
	8	20	17	85.0	52.9
	11	18	17	94.4	58.8
White	3	17	16	94.1	12.5
	4	21	18	85.7	16.7
	5	21	21	100.0	47.6
	6	23	19	82.6	26.3
	7	29	28	96.5	35.7
	8	28	23	82.1	52.2
	11	28	28	100.0	53.6
Socioeconomically Disadvantaged	3	13	11	84.6	18.2
	4	21	15	71.4	40.0
	5	16	15	93.8	26.7
	6	21	16	76.2	25.0
	7	24	23	95.8	26.1
	8	23	20	87.0	45.0
	11	27	26	96.3	42.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	26	22	84.6	31.8
	4	33	27	81.8	25.9
	5	32	30	93.8	16.7
	6	34	28	82.3	17.9
	7	42	40	95.2	40.0
	8	42	40	95.2	40.0
	11	45	44	97.8	31.8
Male	3	11	9	81.8	33.3
	4	16	13	81.3	46.1
	5	16	14	87.5	28.6
	6	12	11	91.7	9.1
	7	25	23	92.0	39.1
	8	25	23	92.0	39.1
	11	27	27	100.0	40.7
Female	3	15	13	86.7	30.8
	4	17	14	82.3	7.1
	5	16	16	100.0	6.3
	6	22	17	77.3	23.5
	7	17	17	100.0	41.2
	8	17	17	100.0	41.2
	11	18	17	94.4	17.6
White	3	17	16	94.1	37.5
	4	21	18	85.7	11.1
	5	21	21	100.0	19.1
	6	23	19	82.6	10.5
	7	29	28	96.5	39.3
	8	29	28	96.5	39.3
	11	28	28	100.0	32.1
Socioeconomically Disadvantaged	3	13	11	84.6	27.3
	4	21	15	71.4	26.7
	5	16	15	93.8	13.3
	6	21	16	76.2	18.8
	7	24	23	95.8	26.1
	8	24	23	95.8	26.1
	11	27	26	96.3	19.2

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students

who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and guardians are encouraged to serve as volunteers in the school, attend student performances and school activities, and participate in the charter advisory council, school board and other activities in which they may undertake governance, advisory and advocacy roles.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

To ensure school safety, Camptonville Academy has adopted policies and procedures that include:

- Emergency and Disaster Plan;
- Emergency Management System – Catapult EMS;
- Evacuation plans;
- Emergency phone numbers;
- Fire safety inspections;
- A drug, alcohol, and tobacco free workplace; and
- A requirement that each employee of CORE@TCA submit to a criminal background check and furnish a criminal record summary as well as a requirement to seek the criminal background check of vendors.

These policies and procedures are incorporated as appropriate into student and staff handbooks and are continually reviewed by committees and administration.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.1	1.4	1.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	462

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

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

Professional Development provided for Teachers

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,853	\$41,085
Mid-Range Teacher Salary	\$55,392	\$59,415
Highest Teacher Salary	\$71,598	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary		\$116,069
Percent of District Budget		
Teacher Salaries	33%	33%
Administrative Salaries	4%	7%

Types of Services Funded

The school receives the following supplemental funds:

Title I – Schoolwide program to upgrade the entire educational program of eligible students in high poverty areas.

Title II – Teacher and Principal Training to improve and increase the number of highly qualified teachers and principals.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Camptonville Academy	2011-12	2013-14	2014-15
Dropout Rate	0.00	2.50	0.00
Graduation Rate	100.00	97.50	100.00
Camptonville Elementary School	2011-12	2013-14	2014-15
Dropout Rate			
Graduation Rate			
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	28
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	.33

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	27.21
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	22.9

* Where there are student course enrollments.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8405.67	168.11	8238.56	48,759
District	♦	♦		\$44,316
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District				10.0
Percent Difference: School Site/ State			45.1	-20.0

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	0	0	78
American Indian or Alaska Native	100	100	78
Asian	0	0	93
Filipino	100	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	0	54
Students with Disabilities	100	100	78

Career Technical Education Programs

Camptonville Academy received California Career Pathways Trust funds as part of Northern California STREAM (Science, Technology, Research, Engineering, Arts and Math) Pathways Consortium, which operates STEM-focused career technical education programs in the counties of Colusa, Sutter, Yolo, and Yuba. As part of the consortium, our school offered an Operations pathway in the field of aeronautics within the Transportation sector. Introductory, concentration and capstone classes included Beginning Model Aeronautics and UAVs, Introduction to Aerospace, and Guided Flight Discovery. Upon completion of the pathway, students earn a certification and are prepared to continue with a post secondary education. The Student Information System is used to measure the number of CTE course offerings, percentage of students taking CTE courses, and the percentage of students completing a CTE pathway. Annual surveys are conducted by high school counselor of graduates to measure participation in post-secondary educational programs and/or working field. The Career Technical Education Advisory Committee consists of stakeholders that are knowledgeable about special student populations, teachers, industry, school administration, and other organizations.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.