

# Executive Summary School Accountability Report Card, 2010–11

## For CORE Butte Charter

<b>Address:</b>	260 Cohasset Rd. Ste. 120, Chico, CA 95926	<b>Phone:</b>	530-894-3952
<b>Principal:</b>	Jonelle Pena, School Director	<b>Grade Span:</b>	K-12

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

## About This School

The mission of CORE Charter Schools is to provide opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. In order to foster the educational pursuits of our K-12 students in rural Northern California, CORE 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

## Student Enrollment

Group	Enrollment
Number of students	510
Black or African American	1.8%
American Indian or Alaska Native	1.6%
Asian	2.5%
Filipino	0.0%
Hispanic or Latino	12.5%
Native Hawaiian or Pacific Islander	0.2%

White	81.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	41.0%
English Learners	0.6%
Students with Disabilities	8.2%

## Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	None
Teachers Teaching Outside Subject Area of Competence	None
Misassignments of Teachers of English Learners	None
Total Teacher Misassignments	None

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	55%
Mathematics	39%
Science	57%
History-Social Science	40%

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

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	785
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	no

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 14
2011–12 Program Improvement Status (PI Year)	N/A

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

## School Facilities

### Summary of Most Recent Site Inspection

Site is inspected annually by the Fire Marshall and by Butte County Office of Education. The facilities are in good condition.

### Repairs Needed

No major repairs needed.

### Corrective Actions Taken or Planned

No corrective actions necessary.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	None
Science	None
History-Social Science	None
Foreign Language	None
Health	None
Visual and Performing Arts	None
Science Laboratory Equipment (grades 9-12)	None

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6278.00
District	

State	
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## School Completion

Indicator	Result
Graduation Rate (if applicable)	95.56

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	5%
Graduates Who Completed All Courses Required for University of California or California State University Admission	12%

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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

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

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	CORE Butte Charter	<b>District Name</b>	Butte County Office of Education
<b>Street</b>	650 Gold Flat Rd., Ste. A	<b>Phone Number</b>	(530) 532-5761
<b>City, State, Zip</b>	Nevada City, CA, 95959	<b>Web Site</b>	www.bcoe.org
<b>Phone Number</b>		<b>Superintendent</b>	Don McNelis
<b>Principal</b>	Jonelle Pena, School Director	<b>E-mail Address</b>	dmcnelis@bcoe.org
<b>E-mail Address</b>	jpena@corebutte.org	<b>CDS Code</b>	04100410114991

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

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

**Description:** CORE Butte Charter School is a Personalized Learning, independent study/classroom hybrid funded on the independent study model. Families work with certificated teachers to select a standards based curriculum and learning setting that is most appropriate for that student.

### Opportunities for Parental Involvement (School Year 2010–11)

Parents are an integral part of the day-to-day instruction of their students. Parents meet with a credentialed teacher a minimum of twice monthly. Parent receive training to assist in the instructional process both at school and at home

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	34	Grade 8	31
Grade 1	34	Ungraded Elementary	0
Grade 2	36	Grade 9	47
Grade 3	36	Grade 10	39
Grade 4	35	Grade 11	52
Grade 5	33	Grade 12	65
Grade 6	31	Ungraded Secondary	0
Grade 7	37	Total Enrollment	510

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.8%
American Indian or Alaska Native	1.6%
Asian	2.5%
Filipino	0.0%
Hispanic or Latino	12.5%
Native Hawaiian or Pacific Islander	0.2%
White	81.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	41.0%
English Learners	0.6%
Students with Disabilities	8.2%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					As an independent study school, CORE offers onsite enrichment classes which vary in size, the maximum size is 20 students.				10.0	7	0	0
1						10.0	4	0	0			
2						10.0	3	0	0			
3						10.0	5	0	0			
4						10.0	7	0	0			
5						10.0	2	0	0			
6						10.0	2	0	0			
Other												

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

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					As an independent study school, CORE offers onsite enrichment classes which vary in size, the maximum size is 20 students.				15	6		
Mathematics						15	6					
Science						15	4					
Social Science						15	4					

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

### III. School Climate

### School Safety Plan (School Year 2010–11)

All workers, including managers and supervisors, shall have training and instruction on general and job-specific safety and health practices. Training and instruction is provided:

1. When the IIP Program is first established;
2. To all new employees;
3. To all employees given new job assignments for which training has not been previously provided;
4. Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;
5. Whenever made aware of a new or previously unrecognized hazard;
6. To supervisors to familiarize them with the safety and health hazards to which workers under their immediate direction and control may be exposed; and
7. To all employees with respect to hazards specific to each job assignment.

General workplace safety and health practices include, but are not limited to, the following:

1. Implementation and maintenance of the IIP Program.
2. Emergency action and fire prevention plan.
3. Provisions for medical services and first aid including emergency procedures.
4. Prevention of musculoskeletal disorders, including proper lifting techniques.
5. Proper housekeeping, such as keeping stairways and aisles clear, work areas neat and orderly, and promptly cleaning up spills.
6. Prohibiting horseplay, scuffling, or other acts that tends to adversely influence safety.
7. Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment and electrical panels.
8. Proper reporting of hazards and accidents to supervisors.

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.00%	0.00%	0.00%	5.79%	8.58%	6.89%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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

## IV. School Facilities

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

The school facility at 260 Cohasset Road was remodeled and expanded in 2011, with full inspections completed by the City of Chico and the Butte County Office of Education. No improvements are planned for 2011-2012.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		Good			None
<b>Interior:</b> Interior Surfaces		Good			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		Good			None
<b>Electrical:</b> Electrical		Good			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		Good			None
<b>Safety:</b> Fire Safety, Hazardous Materials		Good			None
<b>Structural:</b> Structural Damage, Roofs		Good			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		Good			None
<b>Overall Rating</b>		Good			None

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	18	21	26	ND
Without Full Credential	0	0	0	ND
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	ND

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	None	None	None

<b>Total Teacher Misassignments*</b>	None	None	None
<b>Vacant Teacher Positions</b>	None	None	None

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

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

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	CORE is an independent charter school, with no other schools considered in it's district.	County Office Information may be obtained from Butte County Office of Education
<b>High-Poverty Schools in District</b>	County Office Information may be obtained from Butte County Office of Education	County Office Information may be obtained from Butte County Office of Education
<b>Low-Poverty Schools in District</b>	County Office Information may be obtained from Butte County Office of Education	County Office Information may be obtained from Butte County Office of Education

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	200
<b>Counselor (Social/Behavioral or Career Development)</b>	0	
<b>Library Media Teacher (librarian)</b>	0	

Library Media Services Staff (paraprofessional)	1	
Psychologist	1 Independent contractor	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	2 independent contractor	
Resource Specialist (non-teaching)	3 FTE	
Other	none	

Note: Cells shaded in black do not require data.

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	AGS American Literature (rev. 2007) AGS British Literature (2007) AGS World Literature (rev. 2007) AGS Basic English Composition (rev 2003) AGS Exploring Literature (rev. 2007) Barton Reading Remediation Program Easy Grammar Educators Publishing Service Phonics Educators Publishing Service Grammar Evan-Moor Grammar & Punctuation Gr. 1-6 Evan-Moor Spelling GR 1-6 Glencoe Speech Gr. 10 Readers Choice Course 5 Gr. 11 Readers Choice American Literature Gr. 12 Readers Choice British Literature Gr. 9 Readers Choice Course 4 Glencoe Journalism Today Daybook of Critical Reading & Writing Great Source Reading & Writing Houghton Mifflin Elementary Language Arts k-6 Handwriting Without Tears Student Writing Intensive Gr 4-11 McDougal The Language of Literature HS Pathway Readers K-3 Gr K-1 Learning Through Sounds Workbook Bk. 2 Prentice Hall Timeless Voices Gr. 7-12 Saxon Phonics Strategies for Writers GR 1-8 Zaner Bloser Grammar (G.U.M.) Zaner Bloser Handwriting, Words are Wonderful, Elementary, Wordly Wise 2nd Edition Grades 2-12, Glencoe Treasures, Middle School, Pearson Reading Street, Elem, Vocabulary from Classical Roots, Middle School Language Arts Glencoe Treasures, Gr. 2-5, Pearson Reading Street	yes	none
Mathematics	AGS Pre-Algebra AGS Geometry Glencoe Algebra II [CA ed.] Glencoe Accounting: Real World Applications Glencoe Math with Business Applications Glencoe Pre-Algebra Glencoe Algebra I [CA ed.] Glencoe Geometry [CA ed.] Prentice Hall Algebra II	yes	none

	<p>Prentice Hall Algebra I (CA ed.) Prentice Hall Geometry (CA ed)  Prentice Hall Pre-Algebra (CA ed.) Progress in Math Gr. 1  Progress in Math Gr. 2 Progress in Math Gr. 3 Progress in Math  Gr. 4 Progress in Math Gr. 5 Progress in Math Gr. 6 Progress in  Math Gr. K</p> <p>Teaching Textbooks, Gr. 3- CalcAlg 2, Singapore Math k-6, Excel  Math k-6</p>		
<b>Science</b>	<p>AGS Biology ( Basic) AGS Earth Science (basic) AGS Physical  Science (basic) Glencoe Biology: The Dynamics of Life (CA)  Glencoe Earth Science: Geology, the Environment and the  Universe Glencoe Focus on Earth Science (6) Glencoe Focus on  Life Science (7) Glencoe Focus on Physical Science (8) Glencoe  Physical Science (HS) Harcourt Science Text Gr 1-5 Harcourt K  Science Instant Readers Collection Ecology of a Changing Planet  (ecology) 3d ed. Essentials of Anatomy &amp; Physiology (an &amp; ph)</p> <p>Focus On Sciece, Glencoe Middle School</p>	yes	none
<b>History-Social Science</b>	<p>AGS Economics AGS U.S. Government (rev.) AGS U.S. History  AGS World History Hammond Odyssey World Atlas with Map  Harcourt SS Intermediate Atlas Harcourt SS Primary Atlas  American Odyssey (U.S. History) Economics: Principles and  Practices GR 6 Discovering Our Past: Ancient Civilizations GR 7  Discovering Our Past: Medieval &amp; Early Modern GR 8  Discovering Our Past: American Journey-WWI Glencoe The  Developing Child Glencoe U.S. Government: Democracy In  Action Glencoe Understanding Psychology Glencoe  Understanding Sociology World History Modern Times (2006)  Harcourt SS GR 1-6 Modern World History The Americans ( U.S.  History) Oxford University Press Ancient History Oxford  University Press Medieval History Oxford University Press A  History of US (CA Ed.) The Story of the World, Vol. 1-4 Prentice  Hall Economics: Principles In Action Magraders American  Government Prentice Hall World Geography</p> <p>Middle School Glencoe Discovering Our Past, Oxford University  Press Ancient World, Medieval History</p>	yes	none
<b>Foreign Language</b>	<p>Powerglide Spanish Glencoe Buen Viaje (Spanish) Powerglide  French Powerglide German Powerglide Latin Prentice Hall  Learning American Sign Language French The Learnables  German The Learnables Japanese The Learnables Spanish  The Learnables</p>	yes	none
<b>Health</b>	<p>Health Seven Habits of Highly Effective Teens Glencoe Health  Glencoe Nutrition &amp; Wellness, Glencoe School-To-Work Glencoe  The Developing Child</p>	yes	none
<b>Visual and Performing Arts</b>	<p>Draw Write Now Book 1-8 Glencoe Art in Focus - Studio Art  Glencoe Art Talk - Art Appreciation McGraw Hill Film Art: An  Introduction</p>	yes	none
<b>Science Laboratory Equipment (grades 9- 12)</b>	<p>Full biology lab, no chemistry lab</p>		none

## VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	6732.56	595.13	6,137.43	50,901.00
District			ND	ND
Percent Difference – School Site and District			ND	ND
State			ND	ND
Percent Difference – School Site and State			ND	ND

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

Special Education CAHSEE Lottery, Restricted ARRA
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### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40,765	
Mid-Range Teacher Salary	51,865	

Highest Teacher Salary	61,559	
Average Principal Salary (Elementary)	none	
Average Principal Salary (Middle)	none	
Average Principal Salary (High)	none	
Superintendent Salary	\$93,443	
Percent of Budget for Teacher Salaries	50%	
Percent of Budget for Administrative Salaries	3%	

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	60%	61%	55%	49%	49%	49%	50%	52%	54%
Mathematics	36%	37%	39%	30%	30%	36%	46%	48%	50%
Science	64%	67%	57%	43%	44%	47%	50%	53%	56%
History-Social Science	44%	45%	40%	36%	31%	32%	41%	44%	48%

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

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	36%	47%	32%
All Students at the School	55%	39%	57%	40%
Male	48%	41%	63%	45%
Female	62%	37%	52%	35%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	37%	28%	35%	27%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	58%	41%	59%	40%

Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	46%	33%	40%	34%
English Learners	0%	0%	0%	0%
Students with Disabilities	42%	38%	0%	0%
Students Receiving Migrant Education Services				

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	71.0%	92.0%	98%	ND	ND	ND	ND	ND	ND
Mathematics	50.0%	80.0%	97%	ND	ND	ND	ND	ND	ND

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

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	As above					

<b>All Students at the School</b>						
Male		95%			95%	
Female		100%			95%	
<b>Black or African American</b>						
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic or Latino</b>						
<b>Native Hawaiian or Pacific Islander</b>						
White		100%			95%	
<b>Two or More Races</b>						
<b>Socioeconomically Disadvantaged</b>						
<b>English Learners</b>						
<b>Students with Disabilities</b>						
<b>Students Receiving Migrant Education Services</b>						

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

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.80%	39.30%	36.10%
7	30.40%	39.10%	13.00%

9	23.10%	50.50%	9.90%
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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	5	5
Similar Schools	8	10	8

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	23	-4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			

<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	23	-5	1
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	35	9	7
<b>English Learners</b>			
<b>Students with Disabilities</b>			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	345	785	241	732	4,683,676	778
<b>Black or African American</b>	6		11	541	317,856	696
<b>American Indian or Alaska Native</b>	4		24	763	33,774	733
<b>Asian</b>	8		5		398,869	898
<b>Filipino</b>	0		0		123,245	859
<b>Hispanic or Latino</b>	41	688	61	691	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	1		1		26,953	764
<b>White</b>	285	797	125	757	1,258,831	845
<b>Two or More Races</b>	0		13	683	76,766	836
<b>Socioeconomically Disadvantaged</b>	143	745	161	705	2,731,843	726
<b>English Learners</b>	2		12	651	1,521,844	707

<b>Students with Disabilities</b>	34	700	33	679	521,815	595
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## Adequate Yearly Progress

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

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

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

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

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

## Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	NA	In PI
<b>First Year of Program Improvement</b>	NA	2010-2011

Year in Program Improvement	NA	Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20.0%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For

admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	5.7	1.4	0.6	17.2	17.9	10.7	4.9	5.7	4.6
Graduation Rate			95.56	82.80	82.05	83.10	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	95.56	N/D	N/D
Black or African American	100	N/D	N/D
American Indian or Alaska Native	100	N/D	N/D
Asian	100	N/D	N/D
Filipino	100	N/D	N/D
Hispanic or Latino	100	N/D	N/D
Native Hawaiian or Pacific Islander	100	N/D	N/D
White	4.44	N/D	N/D
Two or More Races	100	N/D	N/D
Socioeconomically Disadvantaged	4.44	N/D	N/D
English Learners	100	N/D	N/D
Students with Disabilities	100	N/D	N/D

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

### Career Technical Education Programs (School Year 2010–11)

Approximately 10% of CORE high school students are enrolled in ROP or other career technical classes.

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	15
Percent of pupils completing a CTE program and earning a high school diploma	15
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	75%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	10%

## Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	none	
English	none	
Fine and Performing Arts	none	
Foreign Language	none	
Mathematics	none	
Science	none	
Social Science	none	
All courses	none	

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

## XII. Instructional Planning and Scheduling

### Professional Development

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

Staff training is conducted in two day sessions at the beginning of each school year, bi-weekly throughout the academic year, and staff development from outside sources for conferences is offered at least twice annually. Approximately 24 days of training are provided.

**CORE Butte Charter**

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

Butte County Office of Education

*Provided by the Ed-Data Partnership*

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