



# CORE Charter School

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

Christopher Mahurin, Executive Director

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Camptonville Union Elementary School District

16585 School St.

Camptonville, CA 95922

(530) 288-3277

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#### Superintendent

Sandra Ross

#### District Governing Board

Jessica Prince

Sidonie Christian

Lydia Miyasato

Candace DeMaranville

Charlotte Jokerst

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### CORE Charter School

#### Executive Director

Mr. Christopher Mahurin

#### School Director

Kathy Kunde

#### School Governing Board

Michael Bohmann

Dorothy Rongley

James Ochsner

Heidi Lecair

Erik Jens

### School Description

Mission Statement: CORE 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.

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 and extra curricular activity clubs 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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	21
Grade 2	27
Grade 3	16
Grade 4	25
Grade 5	27
Grade 6	34
Grade 7	43
Grade 8	39
Grade 9	40
Grade 10	52
Grade 11	43
Grade 12	42
Total Enrollment	433

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.6
Asian	0.5
Filipino	0.2
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.7
White	65.1
Two or More Races	10.6
Socioeconomically Disadvantaged	51.5
English Learners	1.6
Students with Disabilities	14.1
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for CORE Charter School	17-18	18-19	19-20
With Full Credential	25	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for CORE Charter School	17-18	18-19	19-20
With Full Credential	♦	♦	22
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at CORE Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Including but not limited to: All About Learning Press Gr. K-2, Cyber High Gr. 9-12, Easy Grammar, Educators Publishing Service, Evan-Moor Grammar &amp; Punctuation Gr. 1-6, Evan-Moor Spelling Gr. 1-6, Excellence in Writing, Glencoe Speech, Glencoe Journalism, Great Source Daybook of Critical Reading &amp; Writing, Houghton Mifflin Harcourt Journey's K-6, Handwriting Without Tears, Pathway Readers K-3, Pearson My Perspectives Gr. 6-12, SCOUT Gr. 9-12, Strategies for Writers Gr. 1-8, Zaner Bloser Grammar (G.U.M.), Zaner Bloser Handwriting, Wordly Wise Gr. 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: C-STEM, Carnegie Math Gr. 6-12, College Preparatory Mathematics Gr. 5 - Geometry/Integrated 3, Cyber High Gr. 9-12, 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.], Houghton Mifflin Harcourt Explorations in Common Core Math, Illustrative Mathematics, 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 Gr. 9-12.</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 Gr. 9-12, Discovery Education, 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, Houghton Mifflin Harcourt Dimensions 9-12, 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 &amp; Physiology, Prentice Hall Biology, Prentice Hall Conceptual Integrated Science, Prentice Hall Conceptual Physics, SCOUT Gr. 9-12.</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 Gr. 9-12, 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.), Pearson World and US History, Prentice Hall Economics: Principles In Action, Prentice Hall World Geography, SCOUT Gr. 9-12, The Story of the World, Vol. 1-4.</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: BYU, Cyber High, Glencoe Buen Viaje, K-12 Inc, The Rosetta Stone, 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 &amp; 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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Visual and Performing Arts</b>	Including but not limited to: Apparel: Design, Textiles & Construction (10th Edition), 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. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
<b>Science Laboratory Equipment</b>	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. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Lakeside Resource Center is in good standing.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/6/2020

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

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	43	47	46	50	50
Math	28	33	33	37	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	42.1	26.3	15.8
7	17.6	17.6	29.4
9	31.2	15.6	21.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	227	97.01	43.17
Male	113	109	96.46	39.45
Female	121	118	97.52	46.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	40	40	100.00	45.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	148	96.10	45.95
Two or More Races	28	27	96.43	25.93
Socioeconomically Disadvantaged	119	116	97.48	43.10
English Learners	--	--	--	--
Students with Disabilities	41	39	95.12	10.26

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	227	97.01	32.60
Male	113	109	96.46	39.45
Female	121	118	97.52	26.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	40	40	100.00	32.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	148	96.10	33.78
Two or More Races	28	27	96.43	33.33
Socioeconomically Disadvantaged	119	116	97.48	26.72
English Learners	--	--	--	--
Students with Disabilities	41	39	95.12	5.13

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

CORE Charter School seeks input from parents/guardians in the school's decision making processes through a variety of opportunities. For example currently 2 parents and 1 former parent serve on the school's governing board. These parents both represent and reflect the expectations of CORE's body of parents and guardians. Parents also participate by serving on the advisory charter council and attending Local Control Annual Plan (LCAP) public meetings. Our staff and parents work closely in collaboration with one another offering support in areas of expertise for student success.

We take pride in our "Open Door" philosophy, which encourages ideas and involvement. CORE strives to promote parent engagement in school programs and activities. For example our Parent Club hosts a variety of events, at least one per month, which contributes to our family oriented school culture. These events require both parent and student involvement in planning and operation, which the school fully supports by providing access to its calendar, website, resources, and staff oversight and attendance. Leadership regularly attends meetings to encourage engagement and offer suggestions. As a result this year parents 1) hosted a Parent 2 Parent workshop in which parents shared their experiences as parent educators, 2) offered availability as support mentors, 3) assumed roles with the school newsletter, door greet, supervision, new-family orientations, lobby and bulletin board décor, and fund raising events. As strong as this aspect already is, CORE has seen an increase in Parent involvement including the engagement of underrepresented families. New-to CORE parents recognize the value of joining to contribute to the family culture.

For further information, families are asked to contact their assigned Personalized Learning Teacher or the school's front desk at (530) 742-2786.

### State Priority: School Climate

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

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

### School Safety Plan

The procedures that CORE Charter School follows to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a Comprehensive Safety Plan. The plan identifies appropriate strategies and programs that provide and maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including but not limited to the following:

- Employee Fingerprint/Background Check
- Child Abuse Reporting Procedures
- Emergency/Disaster Plans
- Suspension/Expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and Harassment Policy
- Schoolwide Dress Code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site
- A safe and orderly environment conducive to learning at the school

The Comprehensive School Safety Plan (CSSP) is reviewed and updated by March 1st of every year. The CSSP was last reviewed March 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.2	1.4
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	433.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	3.0
Other	

\* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	N/A				N/A				N/A			
Mathematics	N/A				N/A				N/A			
Science	N/A				N/A				N/A			
Social Science	N/A				N/A				N/A			

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

At CORE Charter, credentialed teachers are facilitators of learning, instructors proficient 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. Monthly 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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,458	\$45,252
Mid-Range Teacher Salary	\$58,760	\$65,210
Highest Teacher Salary	\$75,951	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$94,081	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26%	31%
Administrative Salaries	0%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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.

Title IV – Student Support and Academic Enrichment - To provide all students with access to a well-rounded education. To improve school conditions and improve the use of technology.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for CORE Charter School	2015-16	2016-17	2017-18
Dropout Rate	2.3	2.2	2.7
Graduation Rate	95.5	97.8	97.3

Rate for CORE Charter School	2015-16	2016-17	2017-18
Dropout Rate		2.2	2.7
Graduation Rate		97.8	97.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	90
% of pupils completing a CTE program and earning a high school diploma	25%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9824.20	2554.30	7269.90	65597.00
District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State	-3.2	1.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	36.53
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Career Technical Education Programs**

CORE received a Career Technical Education Incentive Grant (CTEIG) for the development and sustainability of multiple Career Technical Education (CTE) pathways in Fashion and Interior Design, Information and Communications Technologies, and Transportation. The Computer Science pathway was implemented during the 2018-19 school year while the other pathways were sustained and measured growth.

Concentration classes included Apparel Construction, Computer Science Discoveries, Introduction to Model Aeronautics and UAVs and Introduction to Aerospace. Capstone classes included Fashion and Textile Design, Exploring Computer Science, Commercial UAV Piloting and Guided Flight Discovery. Upon completion of a pathway, students earn a certification and/or college credit preparing students to continue with a post-secondary education.

The Career Technical Education Advisory Committees 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 <https://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.