

Come Back Butte Charter School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Come Back Butte Charter
Street	2350 Lincoln Street
City, State, Zip	Oroville, CA 95966
Phone Number	(530) 712-2242
Principal	Janis Delgado, Principal
Email Address	jdelgado@bcoe.org
Website	http://www.bcoe.org/o/cbbcs
County-District-School (CDS) Code	04-10041-0134213

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Come Back Butte Charter School
Phone Number	530-532-5650
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
Website	bcoe.org

School Description and Mission Statement (School Year 2020-2021)

Come Back Butte Charter (CBBC) opened in the fall of 2016, as a place where students could come back and finish what they started, by completing the necessary courses to earn a high school diploma. CBBC is a locally-funded, dependent, public charter school (Charter #1811) authorized by the Butte County Board of Education and administered by the Butte County Superintendent of Schools through Butte County Office of Education's Student Programs and Educational Services Division. CBBC is a no cost program for students, ages 16 and older, who have not previously experienced success in traditional educational settings. CBBC serves students who did not complete high school for various reasons. Students from Butte County, as well as adjacent counties (Tehama, Plumas, Yuba, Sutter, Colusa and Glenn), may enroll at CBBC. In Spring 2020, Come Back Butte Charter received WASC (Western Association of Schools and Colleges) Accreditation.

At CBBC students are provided with the opportunity to earn their high school diploma and think about ways to focus on their future plans and goals. Through an independent study instructional model students meet with teachers once a week to discuss their progress as they work at their own pace on-line. The CBBC staff works with each student to set attainable goals and work toward earning a high school diploma, developing skills to prepare for vocational programs, and pursuing higher education.

Using data-based problem solving methods, through Multi-Tiered Systems of Supports (MTSS), the staff at CBBC are able to build strong relationships with students while helping students to make positive academic progress and learn to be successful students. The staff also work closely with local community partners to provide appropriate support programs for students.

Come Back Butte Charter (CBBC) strives to meet the needs of students, ages 16 and older, who have not been successful in traditional schools and/or students who dropped out of school for a range of reasons. CBBC staff motivates students who do not have a high school diploma to come back and finish what they started. Students are provided opportunities to complete high school and to focus on their future beyond high school. Using an independent study model, students meet with teacher(s) once a week to discuss their progress as they work at their own pace using Edgenuity on-line curriculum. CBBC has 90 Chromebooks and 25 hotspots available for students to use in order to access the online curriculum. The CBBC staff works with each student to set attainable goals and work toward earning a high school diploma, passing the HiSET, developing skills to prepare for vocational programs, and/or pursuing higher education. CBBC supports students to improve their academic abilities, demonstrate personal responsibility and live healthy lifestyles. CBBC students are served exclusively in partnership with Northern Rural Training and Employment Consortium (NoRTEC), the local administrator of Workforce Investment Act (WIA) programs, including the Alliance for Workforce Development (AFWD). Current CBBC students range in the ages of 16-57, coming from various settings and ranging from independent/family living situations to transitional housing/treatment programs or detention facilities. Student success is supported by the philosophy that Come Back Butte Charter is a place where education is the focus while improving our community for everyone. Sixteen year old student go through a district/probation referral process to attend Come Back Butte Charter, to be sure that the district has attempted to meet the needs of the student. For students seventeen and older enrollment is open throughout the year. In addition to NoRTEC, students are referred to CBBC through a variety of agencies in the county such as local high schools, adult programs, county programs and word of mouth. CBBC also enrolls expelled students from the local high school district. Teachers work with students to assess their academic levels and meet the student where they are in their learning process. Come Back Butte Charter is a part of the community and a place where students can build healthy relationships with educators who are ready to share in their academic journey and in their celebrations.

CBBC's goals, as expressed in the LCAP, are: 1) All CBBC students will be prepared to transition successfully into subsequent educational levels and the work force and 2) All CBBC students will learn in safe, consistent, nurturing environments.

CBBC measures student progress using a variety of tools, including CAASPP, i-Ready & Write Score student assessments, graduation rate and attendance rates (AERIES). Students are assessed three times a year using i-Ready and twice a year using Write Score. Graduation rates are looked at yearly and attendance rates are monitored by the staff monthly (AERIES).

Schoolwide programs include:

- * Academic assessments are conducted throughout the year to place students into appropriate targeted intervention instruction.
- * PBIS system is used to support students in behavioral (attendance) and academic expectations at school.
- * Multi Tiered Systems of Support at Tier 1-3. Tier 1 provides supports to all students in the school regardless of identified need, disability, or academic placement. Tier 2 provides a smaller number (about 10%) with more intensive support. Tier 3 supports provide the most intensive level of support to our highest need students.

CBBC Mission Statement: Transforming lives through exemplary education and vocational training.

COVID-19 AND WILDFIRE IMPACT

Come Back has been impacted by school closures multiple years in a row. The county's first experience with closures was during the Oroville Dam crisis in 2017-2018, then the Paradise Camp Fire in 2018-2019 and now the COVID-19 Pandemic in 2019-2020 and both the pandemic and the Bear Fire impacting Oroville, CA and surrounding communities in Butte County.

Each spring, LEA administration and site principals work diligently to compile the annual data driven Needs Assessment to begin budgeting for the Annual LCAP. Ultimately, the best designed plans are impacted by these ongoing closures. Additionally, grant funding made available after the fact, or in large sums with a short-time period to spend offset recovery costs associated with the closures, but also create budgeting conflicts with other restricted funding sources. Additionally, recovery efforts from the dam crisis, the fire and now COVID-19, have left many students, staff and families emotionally and physically exhausted. Due to ongoing closures, the LEA continues to direct funding to support trauma responsiveness, social emotional well-being, as well as increase the focus on improving student engagement, as determined in a root cause analysis Winter 2019.

Additionally, Come Back students and families have been impacted by the shift to full independent study in the following ways:

1. At-promise students require more 1:1 contact and support in order to remain engaged academically.
2. Many students have children of their own impacted by COVID-19 and fire school closures and district distance learning requirements. This forces Come Back students to put their family needs before their own education.
3. Some Come Back students need additional academic support through tutoring provided on campus.
4. Homeless students and students with little academic support at home need to come on campus to complete assignments and obtain academic support.

Staff have also been greatly affected by the ongoing trauma to both self and others in Butte County in recent years and are trying to navigate how to best meet their own needs while also trying to be a support to the students and families served.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	5
Grade 10	13
Grade 11	16
Grade 12	34
Total Enrollment	68

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	4.4
Hispanic or Latino	26.5
White	63.2
Two or More Races	4.4
Socioeconomically Disadvantaged	82.4
Students with Disabilities	5.9
Foster Youth	1.5
Homeless	14.7

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	3	3	49
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	3	3	20

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

The curriculum and programs implemented at CBBC will be those specifically directed toward the needs of the target population. Come Back Butte Charter uses Edgenuity Online curriculum. Edgenuity is a flexible comprehensive and customizable online curriculum. Edgenuity is available for all students where ever internet access is available. CBBC has Chrome Books and hotspots available for students that can be checked out for access to Edgenuity while at school or to take home. Students can also use computer labs at Oroville Library and Butte County Social Services buildings, in Oroville and Chico. Additionally, there are many Wi-Fi sites in Oroville and Chico that are available for students who have their own computers. All core subjects are available to all students, with a number of electives also offered.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity - September 2018	Yes	0%
Mathematics	Edgenuity - September 2018	Yes	0%
Science	Edgenuity - September 2018	Yes	0%
History-Social Science	Edgenuity - September 2018	Yes	0%
Foreign Language	N/A		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Edgenuity - September 2018 Edgenuity Courses address the requirements for Sex Ed Curriculum.	Yes	0%
Visual and Performing Arts	Edgenuity - September 2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

CBBC is located at 2350 Lincoln Street, Oroville, California. The property is approximately 1800 sq. ft. and located near the center of Oroville, with easy access for students. The property owner and building manager of the site are readily available to ensure that the main portion of the building is clean, safe and functional. Through the rental agreement BCOE M&O is available to ensure that the interior of the building is clean, safe and functional. Each year M&O completes the Facilities Inspection Tool (FIT).

Before moving into the building in August 2019, the property owner hired a developer to make improvements to the site. New paint and carpeting were part of the improvements. The building provides students with a safe school site for their before, during and after school movement. CBBC has one room, with permanent partial walls to make space for three teachers to have space for their desks and space to work with students. The senior administrative assistant also has space for her desk at the entrance of the building to welcome students, families and community members to Come Back. The Transition Specialist has space for her desk and a place to meet with students. The principal has an office within the building and there is an additional space for small group work and meetings. Come Back does not have a need for a playground area for students and there are no further plans for improvements.

The Butte County Office of Education Maintenance and Operations staff work collaboratively with the site principal to ensure that the school is kept in good repair using a work order system that ensures work is completed in a timely manner.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	31	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Come Back is a program available to students 16 and older. Therefore, parent involvement is primarily directed at students ages 16 and 17. Community partnerships and family/community involvement are encouraged for all students and play an important role in the success of the CBBC charter goals. Activities and outreach are open to all students, parents and family members at Come Back Butte Charter. School staff meet monthly to discuss opportunities in the community available for students. Both the School Site Council (SSC) and the LCAP committees meet throughout the year to discuss school programs and give input with regard to school improvement. One student and two community members serve as members of the SSC. Families and community members are invited as guests to SSC and LCAP meetings.

Come Back Butte Charter plans and hosts student/family engagement events every month. Each event incorporates Academic, Community and Engagement (ACE) activities into the planning. Speakers from local community agencies and business are invited to share their services with attendees. Currently teacher, Matt McGuire, and Transition Specialist, Debra Dominguez-Calkins, work together to plan activities for students, parents and their families. Matt and Debra can be reached at the school (530) 712-2242.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	68.8	55.4	55.9	23.1	20.9	22.4	9.1	9.6	9
Graduation Rate	7.8	10.7	20.3	63.6	61.9	67.2	82.7	83	84.5

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.5	2.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Butte County Office of Education (BCOE) is committed to providing a safe and secure environment for students and employees. BCOE last revised its "Comprehension Safe School Plan" for all BCOE Schools, in Spring 2018. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

Every fall, BCOE employees complete Keenan online trainings. Trainings include Blood Born Pathogen, Integrated Pest Management, Mandated Reporter Child Abuse and Neglect, and Youth Suicide Awareness and Prevention. In addition, the administrator has completed the Sexual Harassment and ALICE training.

January 29, 2019 was the most recent approval of the Come Back Butte Charter School Safety Plan. The plan has been shared with and approved by the School Site Council as is through June 2020.

The Come Back Butte Charter Comprehensive School Site Safety plan is revised each year and made available to school faculty, student representative and parents. The plan includes procedures for emergencies, exit routes, and meeting locations. We make the plan available on our school web site and keep copies on site for parents. Emergency Procedures are given in the school handbook. The handbook is available to all students and parents.

All staff, students, family and visitors sign in upon entering Come Back Butte Charter and then sign out when leaving the building. Annual surveys show that staff and students believe that we offer a safe place for learning. The plan includes goals and action steps in case of an intruder on campus, earthquake drills and other general safety drills and situations. The plan also has goals and actions for the climate of the school in the area of student supports.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
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*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	4	15			3	17			3	16		
Mathematics	1	7			2	9			2	7		
Science	1	8			2	7			2	11		
Social Science	2	16			2	23			2	23		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,934	2,232	11,702	73,930
District	N/A	N/A	3,789	67,653
Percent Difference - School Site and District	N/A	N/A	102.2	8.9
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	40.6	

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

Types of Services Funded (Fiscal Year 2019-2020)

LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through Charter School Site Funds Proposition 20 Lottery Funding
- Educational support services through Title 1, Part A
- Support for homeless students through Title 1, Part A
- Career Technical Education through CTEIG
- Professional Learning for Teacher Quality and professional growth through Title I, Part A and Title II, Part A
- Services for English Learner students (professional development for academic support plans and reports to parents), Title I, Part A
- Family Engagement including Family Engagement Plan coordination, Translation services and curriculum selection, Title I, Part A
- Student Information Systems (SIS) training, implementation and support (behavior and academic data tracking and record management), Title I, Part A
- Local Assessment and intervention platforms, training, implementation and support Title I, Part A
- Academic and behavioral coaches Title I, Part A
- Technology support to access online assessments, intervention and supplemental curriculum Title I, Part A
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance
- Transition Specialist and Administrative Support, Title I, Part D

Site Title I, Part A Allocation:

- Teacher salary to focus on Title I eligible students not older than 17

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25	16	31

The LEA aligns professional development paid from federal funding to align with LCAP and SPSA goals and action steps designed to support high-risk youth. A needs assessment is distributed to all staff (principals, teachers, support staff and other school leaders) and the data is reviewed in administrative meetings for next steps. The LEA then distributes a survey of appropriate LEA funded professional learning opportunities to determine site interest and LEA resources. Based on this data, the LEA distributes a final survey requesting participant names for each professional learning opportunity being offered. When professional development is needed that cannot be funded by the LEA, schools sites take on responsibility for filling need using site allocated funds.

IDENTIFIED NEED

All professional learning is aligned with the LEA Strategic Plan and LCAP/SPSA Goals. All data is captured annually in the LEA Self- Assessment in which progress is measured and actions are continued or discontinued. For the 2014-2017 school years the main focus for professional development concentrated on the Common Core State Standards (CCSS), implementing Positive Behavior Supports and Interventions (PBIS), and Professional Learning Communities (PLC's). Come Back Butte Charter (CBBC) continued with BCOE's state standards implementation plan and professional development workshops were offered to assist with instructional strategy support, student engagement, and high quality instruction. CBBC staff was provided information about the state standards and the Smarter Balanced Assessment System (SBAC). During the 2017-2021 school years the CBBC program is committed to building and sustaining a culture of continuous improvement. CBBC staff have participated in ongoing professional development opportunities including staff meetings, student-centered coaching support, and additional collaboration to assist with professional growth. Some of the areas of focus are the CA State Standards (CCSS), Positive Behavior Intervention Support Program (PBIS), Big Picture Learning, Multi Tiered Systems of Support (MTSS) and trauma informed training, Aeries Gradebook and Intervention.

TYPES OF PROFESSIONAL DEVELOPMENT

In 2020-2021, CBBC staff also participated in additional professional development opportunities including five Next Generation Science Standards implementation half day trainings and four ELA/social studies content area integration half day trainings. The trainings are also intended to support integration of social emotional learning and create highly engaging student interest based courses of study. To support increased academic engagement efforts, an LEA implementation team attended three half day trainings to support Advisory implementation and various staff participated in a Fall 2020 return to school series with Big Picture Learning.

During the 2019-2020 school year BCOE implemented a push-in professional development model to bring the training to the teachers and staff at their site in areas of identified need. This type of professional development received positive feedback and continues in 2020-2021. Trainings are provided before and after school, during staff meetings, and at times, in the classroom with students and staff directly. Additionally, one of our staff provides Student Centered Coaching to elementary staff. All of our teachers are given the opportunity to participate in 4 or 6 week Student Centered Coaching cycles throughout the year.

BUILDING STAFF CAPACITY

The LEA hosts monthly full day administrative meetings. During these meetings, time is set aside for professional learning, including professional development sessions in which guest speakers sometimes present. The Director of Alternative Education also provides 1:1 instructional leadership support for site administration. In addition, the LEA offers student centered coaching to collaboratively support teachers with behavior, instructional planning and implementation. This provides staff with on-site direct support for professional growth and improvement that is relevant to day-to-day work in the classroom and school improvement efforts.

On site, CBBC utilizes Tuesday afternoons as non-student time so that staff can continuously learn and improve their skills as educators.

- * At least two Tuesdays a month (~20 days a year) are dedicated to Professional Development. Trainings are provided by BCOE Coordinated District Supports (CDS) personnel, community partners or CBBC staff members. All staff members attend and work on professional growth and learning ways to support student academic and emotional engagement.
- * The CBBC staff meet monthly for Professional Learning Community (PLC) meetings where the focus areas of development are determined based on student achievement and the goals and actions identified in the CBBC LCAP.
- * The Principal performs periodic teacher observations, to provide teachers with feedback that can drive positive change for student achievement.
- * CBBC staff meet every morning for a TCB (Takin' Care of Business) check-in meeting to allow the staff opportunities for collaboration, complete data collection and analysis, development, implementation, and monitoring of school goals.
- * The CBBC clerical staff attends BCOE trainings for AERIES (student information system) and other district training that pertain to the success of CBBC.
- * The CBBC staff is committed to developing a positive school culture where students are encouraged to be successful in a high quality program.

Full day PD: 1

Half day PD: 30