

Come Back Butte Charter

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School 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
School Website	comeback.bcoe.org
County-District-School (CDS) Code	04-10041-0134213

2021-22 District Contact Information

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

2021-22 School Overview

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. 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.

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 or completing the HiSET 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.

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 16-52, coming from various settings and ranging from independent/family living situations to transitional housing/treatment programs or detention facilities. 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.

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.

2021-22 School Overview

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 monthly by the staff (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 2019-2021 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 CBBC 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	10
Grade 11	10
Grade 12	27
Total Enrollment	50

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54
Male	46
American Indian or Alaska Native	6
Asian	2
Black or African American	4
Hispanic or Latino	20
Two or More Races	16
White	52
Foster Youth	4
Homeless	12
Socioeconomically Disadvantaged	86
Students with Disabilities	18

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 wherever internet access is available. CBBC has Chrome Books and hotspots available for students that are checked out for access to Edgenuity while at school or to take home. Students can also use computer labs at the Oroville or Chico Library and the 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.

Year and month in which the data were collected	October 2020
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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%
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		

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 Butte County Office of Education Maintenance and Operations staff is available to ensure that the interior of the building is clean, safe and functional.

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 a space within the building and there is an office for small group work/meetings and the Resource teacher to work and meet with students.

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.

Year and month of the most recent FIT report

September 2021

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	11	68.75	31.25	27.27
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	9	64.29	35.71	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	10	62.50	37.50	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	8	57.14	42.86	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A

					Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	7.69	N/A	5.56	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	13	72.22	27.78	7.69
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	11	68.75	31.25	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Come Back is a program available to students 16 and older, therefore, parent involvement is primarily directed at families with 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 called Come Back Connection 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. The Transition Specialist works to plan activities for students, parents and their families. Students and families are given flyers for monthly events. Event information is also shared on Edgenuity and student Clever accounts. Andrea, the transition specialist can be reached at (530) 712-2242.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	55.9	46.5	51.1	22.4	18.1	18.7	9.0	8.9	9.4
Graduation Rate	20.3	14.0	19.1	67.2	68.1	69.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	9	19.1
Female	28	5	17.9
Male	19	4	21.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	32	5	15.6
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	16	3	18.8
Socioeconomically Disadvantaged	47	9	19.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	127	87	74	85.1
Female	75	54	48	88.9
Male	52	33	26	78.8
American Indian or Alaska Native	6	3	2	66.7
Asian	1	1	1	100.0
Black or African American	5	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	16	15	93.8
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	15	11	9	81.8
White	76	51	42	82.4
English Learners	0	0	0	0.0
Foster Youth	2	2	2	100.0
Homeless	21	18	17	94.4
Socioeconomically Disadvantaged	115	77	66	85.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	12	9	75.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.35	0.53	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.78	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2021. 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.

The CBBC comprehensive school safety plan was shared and approved by the School Site Council on 3/30/21.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	17		
Mathematics	2	9		
Science	2	7		
Social Science	2	23		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	16		
Mathematics	2	7		
Science	2	11		
Social Science	2	23		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	15		
Mathematics	1	9		
Science	1	10		
Social Science	1	18		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13354	1703	11651	112255
District	N/A	N/A	3732	73432
Percent Difference - School Site and District	N/A	N/A	103.0	41.8
State			\$8,444	84,531
Percent Difference - School Site and State	N/A	N/A	31.9	28.2

2020-21 Types of Services Funded

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 Based and S&C Allocations

- Administrative and Instructional supports, LCFF Base and S&C
- Technology to support on-line curriculum, LCFF Base and S&C, LLMF
- Professional Development, LCFF Base
- Transitional Services, S&C

Site Title I, Part A Allocation:

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

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 2016-2021 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 2021-2022 school year 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) & Trauma Informed training, Social Emotional Learning (SEL), Aeries Gradebook and Intervention.

TYPES OF PROFESSIONAL DEVELOPMENT

In 2021-2022, CBBC staff also participated in additional professional development opportunities including five Next Generation Science Standards implementation trainings and integration trainings. All PD is intended to support integration of social emotional learning and create highly engaging student interest-based courses of study. To support increased academic engagement efforts, CBBC staff received three half day trainings to support the implementation of Big Picture Learning strategies.

During the 2020-2021 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 will continue. Trainings are provided after school, and during staff meetings. 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 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 attendance 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.

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

Professional Development

quality program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	16	31	30