

Come Back Butte Charter School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Come Back Butte Charter
Street	5 County Center Drive
City, State, Zip	Oroville, CA 95965
Phone Number	(530) 532-5827
Principal	Janis Delgado, Principal
E-mail Address	jdelgado@bcoe.org
Web Site	http://www.bcoe.org/o/cbbcs
CDS Code	04-10041-0134213

District Contact Information	
District Name	Come Back Butte Charter
Phone Number	530-532-5650
Superintendent	Tim Taylor
E-mail Address	ttaylor@bcoe.org
Web Site	bcoe.org

School Description and Mission Statement (School Year 2017-18)

2017-2018 is the second year of operation for Come Back Butte Charter (CBBC). In the Fall of 2017, CBBC submitted and was approved for a charter revision from the BCOE Board of Education to include the enrollment of 16 year old students with a district or probation referral. Come Back Butte Charter opened 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 Services Division. CBBC is a no cost program for students who have not previously experienced success in traditional educational settings. CBBC serves students who did not complete high school for various reasons which may include: dropping out of high school, involvement in the correctional system, demonstration of at risk or in risk behaviors, caring for children and/or family members, belonging to migrant families and/or communities. Students from Butte County as well as adjacent counties (Tehama, Plumas, Yuba, Sutter, Colusa and Glenn) may enroll at CBBC.

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 Come Back 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. Come Back Butte Charter is a place where education is the focus which improves our community for all.

The staff at CBBC work closely with local community partners to provide appropriate support programs for students. Local programs refer students to CBBC and CBBC refers students to local programs for support.

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 12	30
Total Enrollment	30

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	10
Asian	3.3
Filipino	0
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0
White	46.7
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	3.3
Students with Disabilities	0
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		3	3	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		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 2017-18)

Year and month in which data were collected: September 2017

The curriculum and programs implemented at CBBC will be those specifically directed toward the needs of the target population. Come Back Butte Charter is using Edgenuity Online curriculum. Edgenuity is a flexible comprehensive and customizable online curriculum. Edgenuity is available for all students where ever they can access the internet. CBBC has a computer lab with 20+ computers available for student use during daily school hours. Students can also use computer labs at Oroville Library and Butte County Social Services buildings. Additionally, there are many Wi-Fi sites in Oroville and Chico that are available for students who have their own computers and/or tablets. All core subjects are available to all students, with a number of electives also offered. In addition to this core curriculum, we use Get Focused Stay Focused, a comprehensive career guidance curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity - September 2017	Yes	0%
Mathematics	Edgenuity - September 2017	Yes	0%
Science	Edgenuity - September 2017	Yes	0%
History-Social Science	Edgenuity - September 2017	Yes	0%
Foreign Language			0%
Health	Edgenuity - September 2017	Yes	0%
Visual and Performing Arts	Edgenuity - September 2017	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Come Back Butte Charter is located within a building that also houses BCOE's Center for Transforming Education (CfTE) and is in good condition and cleaned on a daily basis. Come Back Butte Charter provides students with a safe school site for their before, during and after school movement. CBBC currently has one classroom to support students, admin. assistant and two teachers, with an office within the classroom for the principal. One classroom supports the needs of CBBC students and staff at this time. Since Come Back is housed within the CfTE some areas were not measured and noted on the Come Back FIT; these areas are Gas Leaks, Sewer, Restroom, Sinks/Fountains and Playground/School grounds

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No playground on site

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		0		47		48
Mathematics (grades 3-8 and 11)		0		26		37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	--	--	--	--
Female	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	8	66.67	0
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Foster Youth	--	--	--	--

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.

Career Technical Education Programs (School Year 2016-17)

At this time Come Back Butte Charter does not offer CTE courses.

Come Back Butte Charter uses Get Focused Stay Focused to lead students toward an organized and successful future. Get Focused Stay Focused is a program designed to help students learn ways to successfully complete high school and assure their successful entry into the work force or higher education.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	10
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Come Back is a program available to students 16 and older. Therefore, parent involvement is minimal. Community partnerships and family/community involvement are encouraged and play an important role in the success of the program. All activities and outreach are open to 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 regards 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.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions			0.0	3.5	3.9	3.2	3.8	3.7	3.6
Expulsions			0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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, including Come Back Charter, in Spring 2012. It is currently under revision for publication in Spring 2017. 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.

Come Back reviewed the respective LEA Safety Plan with school staff and school site council. The school site council approved the plan Fall 2016. Come Back Charter will develop its own site safety plan to implement beginning Fall 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	16.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17			
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		
		1-22	23-32		33+	1-22		23-32	33+	1-22
English							4	8		
Mathematics							3	3		
Science							3	2		
Social Science							3	6		

Note: 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

Come Back Butte Charter uses i-Ready Diagnostic Assessments to measure student academic growth. The i-Ready Diagnostics are adaptive computer-based assessments administered to all students in the fall and spring.

Come Back Butte Charter uses Positive Behavior and Intervention Support (PBIS) strategies to focus on methods for increasing positive choices in and out of school through consistent interaction and support.

Come Back Butte Charter receives targeted Title I funding for eligible students.

Come Back Butte Charter staff are provided with professional development opportunities throughout the year to workshops or attend county-wide staff development days with a menu of learning choices that are vital to supporting a growing and improving educational environment.

Come Back Butte Charter provides students with active Individualized Education Plans (IEP) with specialized academic instruction with district resource teacher.

Through SPSA and Title I funds, Come Back Butte Charter

- purchases supplemental textbooks to enhance online curriculum;
- supports students in obtaining CA ID cards, birth certificates, and social security cards;
- purchases \$15 dollar gas cards and B-line bus passes to provide transportation for students to and from school appointments and school activities; and
- purchases student incentives to encourage student engagement

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,968	
Mid-Range Teacher Salary	\$59,152	
Highest Teacher Salary	\$74,476	
Average Principal Salary (Elementary)	\$74,737	
Average Principal Salary (Middle)	\$82,401	
Average Principal Salary (High)	\$95,389	
Superintendent Salary	\$166,937	
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 <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Come Back Butte Charter actively participates in Professional Development opportunities offered by Butte County Office of Education in order to provide students with a high quality program. Workshops and conferences are available to staff in many areas, including: PBIS (Positive Behavior Intervention and Support), SBAC, Charter, LCAP and SSC (School Site Council). The teachers are required to attend one mandatory buyback day as planned by BCOE administration at the beginning of the school year. The staff also participates in monthly professional development on site where the focus is increasing student attendance and achievement.

The Principal performs periodic teacher observations using Observe 4 Success, to provide teachers with feedback that can drive positive change for student achievement.

Come Back has a weekly staff check-in meeting to allow the staff opportunities for collaboration, complete data collection and analysis, development, implementation, and monitoring of school goals.

The Come Back clerical staff also attends BCOE trainings for AERIES (student information system) and other district training that pertain to the success of Come Back.

The Come Back staff is committed to developing a positive school culture where students are encouraged to be successful.