

# Come Back Butte Charter School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Butte County Office of Education
<b>Phone Number</b>	530-532-5650
<b>Superintendent</b>	Mary Sakuma
<b>E-mail Address</b>	msakuma@bcoe.org
<b>Web Site</b>	bcoe.org

### School Description and Mission Statement (School Year 2018-19)

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 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.

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.

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

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 11</b>	1
<b>Grade 12</b>	64
<b>Total Enrollment</b>	65

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	13.8
Asian	0.0
Filipino	1.5
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	1.5
White	58.5
Socioeconomically Disadvantaged	93.8
English Learners	0.0
Students with Disabilities	15.4
Foster Youth	0.0

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	3	3	45
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	25

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

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 10 computers available for student use during daily school hours. CBBC has 40 Chrome Books and 25 hotspots that can be checked out to students for Edgenuity access. 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%
Health	Edgenuity - September 2018 Edgenuity Courses address the requirements for Sex Ed Curriculum.	Yes	0%
Visual and Performing Arts	Edgenuity - September 2018	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: 10/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No playground on site

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/15/2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	0.0	30.0	47.0	50.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	0.0	0.0	26.0	25.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	13	10	76.92	30.00
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	10	76.92	30.00
<b>English Learners</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	10	76.92	0
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	10	76.92	0
English Learners	--	--	--	--
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

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 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## 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 2018-19)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate			68.8	28.4	25.0	23.1	10.7	9.7	9.1
Graduation Rate			7.8	54.5	48.7	63.6	82.3	83.8	82.7

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

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	30.0	89.9	88.7
Black or African American	0.0	83.3	82.2
American Indian or Alaska Native	33.3	66.7	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	20.0	89.5	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	42.9	90.8	92.1
Two or More Races	0.0	90.5	91.2
Socioeconomically Disadvantaged	30.0	79.8	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	0.0	83.3	67.1
Foster Youth	0.0	100.0	74.1

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	3.9	3.2	2.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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.

CBBC has its own School Safety Plan that was approved by the School Site Council in Fall 2018.

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

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	23-32	33+
English				4.0	8			4.0	15					
Mathematics				3.0	3			1.0	7					
Science				3.0	2			1.0	8					
Social Science				3.0	6			2.0	16					

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.03	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,869	656	9,213	\$62,159
District	N/A	N/A	3,373	
Percent Difference: School Site and District	N/A	N/A	92.8	
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	25.6	

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

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

## Types of Services Funded (Fiscal Year 2017-18)

### LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through Charter School Site funds and 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 Parent Liaison, 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

### Site Title I, Part A Allocation:

- Supplemental Textbooks
- Transition Services and Career Readiness
- Gas Cards
- Bus Passes
- PBIS Incentives
- Extended Year Program for incarcerated Transition-Aged Youth and other Title I eligible students
- Technology to supplement at-risk student online access at remote locations across the county
- Family/Student Engagement Activities
- Teacher salary to focus on Title I eligible students not older than 21

### Site Title I, Part D Allocation:

- Transition Specialist

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

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		

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**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: MTSS (Multi-Tiered Systems of Support), PBIS (Positive Behavior Intervention and Support), SBAC, Charter, EL Training (ELPAC), Nurtured Heart, 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.

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

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