

Come Back Butte Charter School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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

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

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

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

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

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

Schoolwide programs include:

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	6
Grade 10	9
Grade 11	17
Grade 12	29
Total Enrollment	61

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	8.2
Asian	3.3
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	1.6
White	52.5
Two or More Races	9.8
Socioeconomically Disadvantaged	91.8
English Learners	3.3
Students with Disabilities	8.2
Foster Youth	3.3
Homeless	21.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	3	43
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 90 Chrome Books and 25 hotspots that can be checked out to students for Edgenuity access while at school or to take home. Students can also use computer labs at Oroville Library and Butte County Social Services buildings, in Oroville and Chico. Additionally, there are many Wi-Fi sites in Oroville and Chico that are available for students who have their own computers. All core subjects are available to all students, with a number of electives also offered.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity - September 2018	Yes	0%
Mathematics	Edgenuity - September 2018	Yes	0%
Science	Edgenuity - September 2018	Yes	0%
History-Social Science	Edgenuity - September 2018	Yes	0%
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 moved to a new location during the summer of 2019. The new site of 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 of the new rental site is readily available to ensure that the main portion of the building is clean, safe and functional. Through the rental agreement BCOE M&O is available to ensure that the interior of the building is clean, safe and functional. Each year M&O completes the Facilities Inspection Tool (FIT).

Before moving into the building 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 admin. assistant also has space for her desk at the entrance of the building to welcome students, families and community members to Come Back. The principal has an office within the building and there is an additional space for small group work and meetings. Come Back does not have a need for a playground area for students and there are no further plans for improvements.

CBBC uses BCOE for janitorial support.

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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Breakroom: Boxes stacked in front of electrical panel, staff notified and said they will move boxes. Work order created for a sign for the electrical panel to leave clearance. Classroom: Covers need to be added to all florescent tube lights. Work order for covers need to be put with M&O.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	25	50	48	50	50
Mathematics (grades 3-8 and 11)	0	0	25	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	16	80.00	20.00	25.00
Male	--	--	--	--	--
Female	11	10	90.91	9.09	20.00
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	14	11	78.57	21.43	36.36
Two or More Races					
Socioeconomically Disadvantaged	19	15	78.95	21.05	20.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	15	75.00	25.00	0.00
Male	--	--	--	--	--
Female	11	10	90.91	9.09	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	14	10	71.43	28.57	0.00
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	19	14	73.68	26.32	0.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Come Back is a program available to students 16 and older. Therefore, parent involvement is primarily directed at students ages 16-18 years old. Community partnerships and family/community involvement are encouraged for all students and play an important role in the success of the CBBC charter goals. Activities and outreach are open to all students, parents and family members at Come Back Butte Charter. School staff meet monthly to discuss opportunities in the community available for students. Both the School Site Council (SSC) and the LCAP committees meet throughout the year to discuss school programs and give input with regard to school improvement. One student and two community members serve as members of the SSC. Families and community members are invited as guests to SSC and LCAP meetings.

Come Back Butte Charter plans and hosts student/family engagement events every month. Each event incorporates Academic, Community and Engagement (ACE) activities into the planning. Speakers from local community agencies and business are invited to share their services with attendees. Currently teacher, Matt McGuire, and Principal, Janis Delgado, work together to plan activities for students, parents and their families. Matt and Janis can be reached at the school (530) 532-5827.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate		68.8	55.4	25	23.1	20.9	9.7	9.1	9.6
Graduation Rate		7.8	10.7	48.7	63.6	61.9	83.8	82.7	83

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

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	3.2	2.5	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

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

January 29, 2019 was the most recent approval of the Come Back Butte Charter School Safety Plan. The plan shared with the faculty and student representative and was approved as is through June 2020.

The plan includes goals and action steps in case of an intruder on campus, earthquake drills and other general safety drills. The plan also has goals and actions for the climate of the school in the area of student supports.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	4	8			4	15			3	17		
Mathematics	3	3			1	7			2	9		
Science	3	2			1	8			2	7		
Social Science	3	6			2	16			2	23		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
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	\$7,506.64	
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 2018-19)

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, Title I, Part D

Site Title I, Part A Allocation:

- Extended Year Program for incarcerated Transition-Aged Youth and other Title I eligible students
- Teacher salary to focus on Title I eligible students not older than 17

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	32	25	16

Come Back Butte Charter actively works to maximize student learning and achievement in all student groups. To achieve this, CBBC staff participates in full-day and half-day Professional Development opportunities offered by Butte County Office of Education. Workshops and conferences and on-site push-in professional development 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), LCAP & SSC (School Site Council), CAASPP and Big Picture Learning. Teachers are also required to attend one mandatory buyback day each year, as planned by BCOE administration, at the beginning of the school year. The staff participates in monthly professional developments on site where the focus is increasing student attendance and achievement. On site, CBBC utilizes Tuesday afternoons as non-student time so that staff can continuously learn and improve their skills as educators.

- The CBBC staff meet monthly for Professional Learning Community (PLC) meetings where the focus areas of development are determined based on student achievement and the goals and actions identified in the CBBC LCAP.
- The Principal performs periodic teacher observations, to provide teachers with feedback that can drive positive change for student achievement.
- CBBC staff meets three mornings a week for forty-five minutes for a check-in meeting to allow the staff opportunities for collaboration, complete data collection and analysis, development, implementation, and monitoring of school goals.
- The CBBC clerical staff attends BCOE trainings for AERIES (student information system) and other district training that pertain to the success of CBBC.
- The CBBC staff is committed to developing a positive school culture where students are encouraged to be successful in a high quality program.