

Come Back Butte Charter

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

California School Dashboard



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

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.

2022-23 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

2022-23 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

2022-23 School Overview

Come Back Butte Charter (CBBC) opened in the fall of 2016 with a mission statement of "Transforming lives through exemplary education and vocational training", 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 the Butte County Office of Education's Student Programs and Educational Support 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 the spring of 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 online. 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) and Positive Behavioral Interventions and Supports (PBIS), 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 works closely with local community partners to provide appropriate support programs for students. CBBC students are served exclusively in partnership with the 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 from 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 students 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. 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 workforce and 2) All CBBC students will learn in safe, consistent, nurturing environments.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	8
Grade 10	12
Grade 11	9
Grade 12	26
Total Enrollment	55

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.2
Male	41.8
American Indian or Alaska Native	1.8
Asian	0.0
Black or African American	7.3
Filipino	0.0
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	20.0
White	49.1
English Learners	1.8
Foster Youth	1.8
Homeless	18.2
Migrant	0.0
Socioeconomically Disadvantaged	87.3
Students with Disabilities	12.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	42.86	59.90	62.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.80	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	56.71	25.10	26.02	12115.80	4.41
Unknown	0.00	0.00	8.60	8.97	18854.30	6.86
Total Teaching Positions	2.30	100.00	96.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 Chromebooks 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

September 2022

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

January 2023

School Facility Conditions and Planned Improvements

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			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	42	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	28	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13	11	84.62	15.38	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	10	83.33	16.67	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13	11	84.62	15.38	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	10	83.33	16.67	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	7.69	--	5.56	0	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
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	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020-21 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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

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.

2022-23 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 Come Back Butte Charter goals. Activities and outreach are open to all students, parents, and family members at Come Back Butte Charter. School staff meets monthly to discuss opportunities in the community

2022-23 Opportunities for Parental Involvement

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 Connections" every month. Each event incorporates Academic, Community, and Engagement (ACE) activities into the planning. Speakers from local community agencies and businesses are invited to share their services with attendees. The Transition Specialist works with our new Parent Liaison to plan activities for students, parents, and their families. Students and families are given flyers for monthly events. Event information is also shared on our school webpage, Edgenuity, and student Clever accounts. Andrea Torres, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		46.5	57.1		18.1	19.1		8.9	7.8
Graduation Rate		14	11.9		68.1	72.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	42	5	11.9
Female	28	4	14.3
Male	14	1	7.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	26	4	15.4
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	0	0.0
Socioeconomically Disadvantaged	39	3	7.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	139	89	79	88.8
Female	78	49	43	87.8
Male	61	40	36	90.0
American Indian or Alaska Native	6	5	5	100.0
Asian	1	0	0	0.0
Black or African American	7	7	7	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	32	21	19	90.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	13	12	92.3
White	74	43	36	83.7
English Learners	3	1	1	100.0
Foster Youth	2	2	2	100.0
Homeless	39	27	25	92.6
Socioeconomically Disadvantaged	130	83	76	91.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	13	12	92.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.53	1.82	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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

2022-23 School Safety Plan

Butte County Office of Education (BCOE) is committed to providing students and employees with a safe and secure environment. BCOE last revised its “Comprehension Safe School Plan” for all BCOE Schools in the spring of 2022. 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 training. Training topics include Bloodborne Pathogen, Integrated Pest Management, Mandated Reporter Child Abuse and Neglect, and Youth Suicide Awareness and Prevention. In addition, the administrator has completed Sexual Harassment and ALICE training.

The CBBC comprehensive school safety plan was shared and approved by the School Site Council on 3/22/22.

The Come Back Butte Charter Comprehensive School Site Safety plan is revised each year and made available to school faculty, student representatives, and parents. The plan includes procedures for emergencies, exit routes, and meeting locations. We make the plan available on our school website 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 school's climate in the area of student support.

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		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19		
Mathematics	1	9		
Science	1	8		
Social Science	2	26		

2021-22 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	0

2021-22 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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	28,463	3,801	24,662	73,251
District	N/A	N/A	4,459	71,107
Percent Difference - School Site and District	N/A	N/A	138.8	3.0
State	N/A	N/A	6,594	85,856
Percent Difference - School Site and State	N/A	N/A	115.6	-15.8

2021-22 Types of Services Funded

LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through 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 and ESSER
- Professional Learning for Teacher Quality and professional growth through Title I, Part A, Title II, Part A, ESSER, and Educator Effectiveness
- 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, and ESSER
- 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, and ESSER
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance, Title 1, Part A
- Transition Specialist and administrative support, Title I, Part D

Site-Based and S&C Allocations

- Administrative and instructional support, LCFF Base and S&C
- Technology to support the online curriculum, LCFF Base and S&C, LLMF
- Professional Development, LCFF Base
- Transitional Services, S&C
- Communications - Phone and internet services, LCFF Base and S&C
- Student testing - HiSet, LCFF Base and S&C

Site Title I, Part A Allocation:

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	42,053	46,419
Mid-Range Teacher Salary	72,287	69,902
Highest Teacher Salary	102,521	97,912
Average Principal Salary (Elementary)	78,424	111,731
Average Principal Salary (Middle)	73,747	122,012
Average Principal Salary (High)	74,605	122,212
Superintendent Salary	200,653	150,971
Percent of Budget for Teacher Salaries	7.22%	28.52%
Percent of Budget for Administrative Salaries	5.34%	6.10%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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 the 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, school sites take on responsibility for filling needs 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 primary focus for professional development concentrated on the Common Core State Standards (CCSS), implementing Positive Behavior Supports and Interventions (PBIS), and Professional Learning Communities (PLCs). 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 continued the previous professional development and is committed to building and sustaining a culture of continuous improvement. CBBC staff has 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 2022-2023, CBBC staff also participated in additional professional development opportunities including five Next Generation Science Standards implementation training and integration training. All PD is intended to support the integration of social-emotional learning (SEL) and create highly engaging student interest-based courses of study. To support increased academic engagement efforts, CBBC staff is working to implement staff-created interest-based learning plans for students to earn credits while learning more about areas they are interested in.

During the 2022-2023 school year BCOE continued to implement a push-in professional development model to bring 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. Training is 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 are 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 educator skills and develop plans to increase attendance and graduation rates.

At least two Tuesdays a month are dedicated to Professional Development. Training is provided by BCOE Coordinated District Support (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 Staff Collaborative Team 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 training 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.

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	31	48	31