Come Back Butte Charter
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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
Grade Span	9-12
County-District-School (CDS) Code	04 10041 0134213

2025-26 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	www. bcoe.org

2025-26 School Description and Mission Statement

Come Back Butte Charter (CBBC), founded in the fall of 2016, operates under the mission of "transforming lives through exemplary education and vocational training." CBBC was established as a place for students to "come back and finish what you started" to complete the courses needed to earn a high school diploma. It is a locally funded, dependent public charter school (Charter #1811), authorized by the Butte County Board of Education and managed by the Butte County Superintendent of Schools through the Student Programs and Educational Support Division of the Butte County Office of Education. CBBC is a no-cost program available to students aged 16 and older who have not found success in traditional educational settings. Students from Butte County, and nearby counties (Tehama, Plumas, Yuba, Sutter, Colusa, and Glenn), are eligible to enroll. In the spring of 2024, CBBC received its second accreditation from the Western Association of Schools and Colleges (WASC).

2025-26 School Description and Mission Statement

This six-year accreditation is valid through June 2030.

CBBC operates through an independent study model, allowing students to work at their own pace online while meeting with teachers weekly to review progress. Staff collaborate with students to set achievable goals, whether to earn a high school diploma, complete the HiSET, or build skills for vocational programs or higher education. Through data-driven problem-solving strategies, including Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS), CBBC staff foster strong relationships with students, helping them make positive academic progress and succeed in a supportive learning environment. Staff also coordinate with local community partners to provide students with needed support services.

CBBC exclusively partners with the Northern Rural Training and Employment Consortium (NoRTEC), which administers Workforce Innovation and Opportunity Act (WIOA) programs, including the Alliance for Workforce Development (AFWD). CBBC's students, aged 16 to 52, come from diverse backgrounds, ranging from independent or family living situations to transitional housing, treatment programs, or detention facilities. Sixteen-year-old students are referred to CBBC through a district/probation process to ensure that districts have explored all support options, while enrollment for students aged 17 and older is open year-round. CBBC also accepts students expelled from local high school districts.

CBBC's Local Control and Accountability Plan (LCAP) outlines two primary goals:
All CBBC students will be prepared to transition successfully to their next educational level or into the workforce.
All CBBC students will learn in safe, consistent, and nurturing environments.

Student progress at CBBC is measured through multiple tools, including CAASPP, iReady, and Write Score assessments, as well as graduation and attendance rates. Students undergo iReady assessments three times annually and Write Score assessments twice a year. Graduation rates are reviewed annually, and attendance is tracked monthly by staff using the AERIES Student Information System.

Come Back Butte Charter (CBBC) is designated as a Dashboard Alternative School Status (DASS) school, a classification designed to recognize schools that serve high-risk student populations who often face unique educational challenges. This designation allows CBBC to implement alternative accountability measures tailored to better assess and support the progress of students who may have experienced disruptions in their education. Through the DASS framework, CBBC can more effectively track and respond to the individual growth of students, reinforcing its commitment to providing a supportive and adaptable educational environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	19
Grade 11	22
Grade 12	34
Total Enrollment	93

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	46.2
Non-Binary	2.2
American Indian or Alaska Native	6.5
Black or African American	3.2
Hispanic or Latino	30.1
Two or More Races	8.6
White	50.5
English Learners	2.2
Foster Youth	2.2
Homeless	48.4
Socioeconomically Disadvantaged	97.8
Students with Disabilities	14

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.

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)	1	32.63	57.3	60.69	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.06	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	0.53	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	67.07	27.3	28.88	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.3	8.83	15831.9	5.67
Total Teaching Positions	3.3	100	94.5	100	279044.8	100

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.

2022-23 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)	1.1	35.95	60.9	64.58	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.9	1.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	5.62	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	63.75	23.6	24.99	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	3.73	14303.8	5.15
Total Teaching Positions	3.3	100	94.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1	24.65	54.5	57.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.06	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3.3	3.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.2	75.35	30.7	32.61	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.6	4.91	13705.8	4.91
Total Teaching Positions	4.3	100	94.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.20	2.1	3.2
Total Out-of-Field Teachers	2.20	2.1	3.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The curriculum and programs implemented at Come Back Butte Charter (CBBC) are specifically tailored to the needs of the target student population. CBBC utilizes the Edgenuity Online curriculum, a flexible, comprehensive, and customizable online learning platform accessible to all students wherever internet access is available.

To facilitate access to the Edgenuity curriculum, CBBC provides Chromebooks and hotspots for students who need them, both at school and for take-home use. Additionally, students can access computer labs at the Oroville, Chico, and Butte County Social Services buildings in Oroville and Chico. Furthermore, there are numerous Wi-Fi access points available in Oroville, Chico, and the surrounding areas, allowing students to use their own devices to engage with the online curriculum.

The Edgenuity Online curriculum covers all core subject areas, and CBBC also offers a variety of elective courses. Supplemental textbooks may be used as needed to support the online curriculum and meet the diverse learning and academic needs of the student population.

By providing a flexible, comprehensive, and accessible online learning experience, CBBC ensures that the curriculum and programs align with the specific needs and circumstances of the students served.

Year and month in which the data were collected	September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity - September 2018	0%
Mathematics	Edgenuity - September 2018	0%
Science	Edgenuity - September 2018	0%
History-Social Science	Edgenuity - September 2018	0%
Foreign Language	N/A	0%
Health	Edgenuity - September 2018 Edgenuity Courses address the requirements for Sex Ed Curriculum.	0%
Visual and Performing Arts	Edgenuity - September 2018	0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

CBBC is located at 2350 Lincoln Street, Oroville, California. The property is approximately 1800 sq. ft. and is 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 provide space for three teachers, including room 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 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	October 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	6	5	39	42	47	48
Mathematics (grades 3-8 and 11)	0	0	26	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	21	77.78	22.22	4.76
Female	13	9	69.23	30.77	--
Male	14	12	85.71	14.29	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	21	77.78	22.22	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	20	74.07	25.93	0.00
Female	13	8	61.54	38.46	--
Male	14	12	85.71	14.29	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	20	74.07	25.93	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.25	--	10.53	11.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	4	33.33	66.67	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	4	33.33	66.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Come Back offered a CTE Welding class during the 2025-26 school year. The course offered students with a hands-on course to learn basic welding skills while preparing for welding-related employment. The course combined classroom instruction with hands-on application. Two Come Back students participated in the course.

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results 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	22	22	22	22	22

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.

2025-26 Opportunities for Parental Involvement

Come Back Butte Charter (CBBC) serves students aged 16 and older, making parental involvement particularly focused on families with students aged 16 and 17. However, CBBC values and actively encourages community partnerships and family engagement for all students, as these connections are essential to achieving the school's goals. All students, parents, and family members are invited to participate in CBBC activities and outreach. Monthly staff meetings are held to discuss community opportunities available for students. Additionally, the School Site Council (SSC) and Local Control and Accountability Plan (LCAP) committees meet regularly throughout the year to review and improve school programs, with one student and two community members serving on the SSC. Families and community members are welcome to attend SSC and LCAP meetings to provide feedback and contribute to school improvement efforts.

CBBC also hosts monthly student and family engagement events known as "Come Back Connections," which incorporate Academic, Community, and Engagement (ACE) activities. These events feature speakers from local agencies and businesses who share resources and services with participants. The Transition Specialist collaborates with the Parent Liaison to plan these events for students and their families. Event information is distributed to families through flyers and posted on the school's webpage, Edgenuity, and student Clever accounts. For additional information, Andrea Kimbrough, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	28.3	69.2	32.8	12.7	27.7	13.3	8.2	8.9	8
Graduation Rate	17	30.8	34.3	68.8	71.4	73.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	67	23	34.3
Female	35	13	37.1
Male	28	8	28.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	19	9	47.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	36	10	27.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	44	16	36.4
Socioeconomically Disadvantaged	64	20	31.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	6	31.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	204	157	99	63.1
Female	99	75	43	57.3
Male	101	79	54	68.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	7	63.6
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	45	29	64.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	13	6	46.2
White	104	80	54	67.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	94	73	50	68.5
Socioeconomically Disadvantaged	194	148	93	62.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	28	21	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.64	2.65	2.72	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Butte County Office of Education (BCOE) is committed to providing students and employees with a safe and secure environment. In the spring of 2024, BCOE last revised its "Comprehensive Safe School Plan" for all BCOE schools. The plan includes the status of the school safety plan, with a description of its elements, as reported in the annual School Accountability Report Card (SARC) prepared pursuant to Education Code Sections 33126 and 35256.

BCOE employees complete mandatory Keenan online training annually, covering topics such as Bloodborne Pathogens, Integrated Pest Management, Mandated Reporter Child Abuse and Neglect, and Youth Suicide Awareness and Prevention. Additionally, administrators have completed Sexual Harassment training.

The Comprehensive School Safety Plan for Come Back Butte Charter (CBBC) is shared and approved by the School Site Council. The CBBC Comprehensive School Site Safety Plan is revised annually and made available to school faculty, student representatives, parents, and the community. The plan outlines procedures for emergencies, exit routes, and meeting locations, and is accessible on the school website and available on-site for parents. Emergency procedures are also included in the school handbook, which is available to all students and parents.

All staff, students, family, and visitors are required to sign in upon entering the CBBC and sign out when leaving the building. Annual surveys indicate that staff and students believe the school provides a safe learning environment. The plan includes goals and action steps for addressing various safety scenarios, including an intruder on campus, an earthquake, and other general safety drills and situations. Additionally, the plan outlines goals and actions to improve the school's climate in student support.

By maintaining comprehensive safety policies and procedures, BCOE and CBBC demonstrate their commitment to creating a safe and secure environment for all students, employees, and visitors.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	0	0
Mathematics	3	13	0	0
Science	2	7	0	0
Social Science	2	20	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23		
Mathematics	2	15		
Science	1	13		
Social Science	2	30		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	36		
Mathematics	2	21		
Science	1	14		
Social Science	1	43		

2024-25 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	77

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$19,389	$7,174	$12,216	$92,715
District	N/A	N/A	$4,892	$83,325
Percent Difference - School Site and District	N/A	N/A	85.6	11.3
State	N/A	N/A	$18,586	$101,084
Percent Difference - School Site and State	N/A	N/A	-41.4	-2.6

Fiscal Year 2024-25 Types of Services Funded

Our school provides comprehensive programs and services to support student achievement, funded through categorical and site-based allocations.

Proposition 20 Lottery Funding helps to ensure all students have access to standards-aligned textbooks and instructional materials that support learning across all subject areas.

Title I, Part A funding supports a range of critical academic services designed to help all students succeed. These resources provide tutoring services for students. Additionally, Title I, Part A allows us to have a Parent Liaison who provides personalized support to families navigating school programs, policies, and resources. This includes helping families access community services, coordinating parent workshops and engagement activities, facilitating communication between home and school, and connecting parents with appropriate staff members to address questions or concerns. By building strong relationships with families and removing barriers to participation, our Parent Liaison helps create a collaborative partnership that enhances student success and fosters a sense of belonging for all families within our school.

Fiscal Year 2024-25 Types of Services Funded

Students have access to BCOE Career Technical Education programs, like welding, that provide hands-on learning experiences and prepare them for their future. These programs offer practical skills development and real-world applications of academic learning.

Local Control Funding Formula (LCFF) Base and Supplemental and Concentration (S&C) allocations support essential educational services throughout our school. These funds provide administrative services and professional development opportunities for teachers and staff.

We prioritize meaningful family involvement in our school community. Parents can participate in our School Site Council to help shape the educational experience for all students and engage in school decision-making.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$48,279	$54,773
Mid-Range Teacher Salary	$81,829	$78,981
Highest Teacher Salary	$115,378	$117,337
Average Principal Salary (Elementary)	$92,421	$128,425
Average Principal Salary (Middle)	$84,723	$137,947
Average Principal Salary (High)	$90,920	$138,809
Superintendent Salary	$232,348	$176,162
Percent of Budget for Teacher Salaries	3.59%	25.51%
Percent of Budget for Administrative Salaries	3.24%	5.93%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Professional Development
The Butte County Office of Education (BCOE) aligns professional development funded by federal sources with the goals and action steps outlined in the Local Control and Accountability Plan (LCAP). This alignment ensures that professional learning opportunities directly address the needs of the district's at-promise youth population.

To determine professional development priorities, BCOE conducts a comprehensive needs assessment, gathering input from all staff, including principals, teachers, support personnel, and other school leaders. The data collected is thoroughly reviewed in administrative meetings to inform the next steps in professional learning.

Based on the needs assessment, BCOE distributes a survey to gauge staff interest and district resource availability for appropriate professional learning opportunities. A final survey is then provided to collect participant names for the professional development offerings.

When professional development cannot be funded by the district, individual school sites are responsible for addressing those needs using site-allocated funds.

Focus Areas for Professional Development
BCOE's professional learning is primarily focused on the following key areas:
Positive Behavior Intervention and Support (PBIS)
Collaborative Team Meetings

Specifically, Come Back Butte Charter (CBBC) has continued to implement BCOE's state standards plan, offering professional development workshops to support instructional strategies, student engagement, and high-quality instruction. CBBC staff have also received training on the Smarter Balanced Assessment System (SBAS) for state testing.

During the 2025-26 school year, CBBC has built upon previous professional development efforts and remains committed to fostering a culture of continuous improvement. CBBC staff have participated in ongoing professional learning opportunities, including staff meetings and additional collaboration focused on their professional growth. Some of the key areas of focus include Positive Behavior Intervention and Support (PBIS), Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning (SEL), and culturally responsive academic student supports.

Structures for Professional Learning

Professional Development

BCOE hosts monthly full-day administrative meetings, during which dedicated time is set aside for professional development, including sessions with guest speakers. The Director of Alternative Education also provides one-on-one instructional leadership support for each site administrator during monthly check-in meetings.

Additionally, BCOE offers student-centered coaching to collaboratively support teachers with behavior management, instructional planning, and implementation. This on-site, direct support for professional growth and improvement is tailored to each teacher and the overall school improvement efforts.

At the CBBC, Tuesdays are designated as non-student time, allowing staff to continuously learn, improve their educator skills, and develop plans to increase attendance and graduation rates. At least two Tuesdays per month are dedicated to professional development, with training provided by BCOE Coordinated District Support (CDS) personnel, community partners, or CBBC staff members.

CBBC staff also meet monthly, during which the focus areas for professional development are determined based on student attendance and the goals and actions identified in the CBBC LCAP.

To further support professional growth, the CBBC Principal conducts periodic teacher observations and provides feedback to drive positive change and improve student achievement. The CBBC clerical staff also attends BCOE training on the student information system (Aeries) and other district-wide training relevant to CBBC's success.

Through these comprehensive professional development structures and a commitment to continuous improvement, CBBC demonstrates its dedication to developing a positive school culture and providing a high-quality educational program for students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	35