



# Come Back Kids Charter

3939 Thirteenth Street • Riverside, CA 92501 • (951) 826-6454 • Grades Dropout Recovery  
Janice Delagrammatikas, Theresa Swickla, Principal  
jdelagrammatikas@rcoe.us; tswickla@rcoe.us  
www.rcoe.us

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Riverside County Office of Education

3939 Thirteenth Street  
Riverside, CA 92501  
(951) 826-6533  
www.rcoe.us

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### School Description

Come Back Kids® (CBK) operates as a charter school. CBK was established to meet the academic needs and behavior support of at-risk students (ages 16 through 23) including high school dropouts, expelled students, foster youth, homeless, students on probation, and students with disabilities. Currently, there are 20 CBK sites in easily accessible locations throughout Riverside County. CBK is a WASC accredited charter serving the needs of students behind in credits, not functioning well at a traditional high school campus, as well as students needing to work full-time and/or part-time, or are pregnant and/or parenting teens.

The school offers high quality learning opportunities, a rigorous learning environment, and strong interagency collaboration. Many CBK sites are located in local youth opportunity centers, libraries, and school district settings. The CBK Charter School incorporates an individualized instruction/independent study model through student-tailored standards-based curriculum as the primary arrangement. Students are also enrolled in on-line coursework to increase their technology experiences while completing credit recovery, Career Technical Education (CTE) classes, elective classes, foreign language, and A-G and Advanced Placement (AP) classes are also offered. A classroom based instruction model is used for intervention.

Students enrolled in the CBK program are also offered the opportunity to participate in the YouthBuild program which trains students for jobs in the construction and logistics industries. Students have the opportunity to earn a high school diploma and obtain certification in job skills in the fields of construction and logistics that will qualify them for immediate employment.

### Mission

CBK will inspire students to fulfill their academic, career, and personal goals. CBK students will prepare to earn their high school diploma or pass the high school equivalency test or the California High School Proficiency Exam.

### Vision

CBK will immediately reduce the drop-out rate, and assist every student with an Individualized Learning Plan and Career Plan, culminating in achievement of a high school diploma or equivalency. We envision a safe environment where communication and success is fostered and accomplishments are celebrated.

### Pledge

All students in the CBK Program will graduate from high school well prepared for college and the workforce.

### Schoolwide Learning Outcomes:

**Self-directed, Life Long Learners**  
Come Back Kids High School will prepare students to be self-directed, life long learners.

**Outstanding Communicators**  
Come Back Kids High School will prepare students to be outstanding communicators.

**Academically Proficient Learners**  
Come Back Kids High School will prepare students to be academically proficient learners.

Come Back Kids High School will prepare students to be responsible and productive citizens.

Responsible and Productive Citizens

**About the SARC**

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 826-6454 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	10
Grade 11	65
Grade 12	387
<b>Total Enrollment</b>	<b>464</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	1.3
Asian	0.9
Filipino	0.2
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0.4
White	18.8
Two or More Races	3.2
Socioeconomically Disadvantaged	62.9
English Learners	17.9
Students with Disabilities	3.7
Foster Youth	3

**A. Conditions of Learning**

**State Priority: Basic**

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

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

Teacher Credentials			
Come Back Kids Charter	13-14	14-15	15-16
<b>With Full Credential</b>	14	26	25
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Riverside County Office of Education	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	25
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Come Back Kids Charter	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers**

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>		
Districtwide		
<b>All Schools</b>		
<b>High-Poverty Schools</b>		
<b>Low-Poverty Schools</b>		

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The Come Back Kids Charter is a dependent charter is not required to have annual textbook adoption cycles. All students are provided 100% of the curriculum necessary and are provided standards based textbooks.

Textbooks and Instructional Materials Year and month in which data were collected: N/A	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Come Back Kids classes are located throughout Riverside County at community and youth centers and at Riverside County Office of Education regional learning centers. Several of these sites were built in collaboration with RCOE where county building funds were utilized to build a portion of the school to be used by county classes. In areas where county-owned classrooms or sites do not exist, the county rents space. The RCOE takes great efforts to ensure that all school sites are clean, safe, functional, and provide an environment conducive to student learning. To assist in this effort, site facility inspections are conducted by RCOE staff on a continuous basis. The LEA uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of these surveys are available at the RCOE.

All school sites are maintained and kept in good condition in order to provide an environment conducive to student learning. Custodial services are provided directly by RCOE staff, through private vendors, or by the districts with whom we partner. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

The Come Back Kids classrooms operated under this County-District-School (CDS) code are located at twenty (20) sites and are located at regional learning centers operated and maintained by RCOE staff, or at local school districts and/or community learning centers. The facility department inspected all Come Back Kids classrooms during the 2015-2016 school year and confirmed that all sites are clean, safe, functional and in good repair.

#### Repairs Needed

All Come Back Kids sites are maintained on a regular basis and kept in good repair. Sites are checked regularly by site and maintenance staff to ensure safety regulations are met and that all city, state, and federal regulations are met. Repairs and maintenance are performed regularly by RCOE staff, and emergency repairs are conducted immediately upon notification to appropriate staff.

#### Corrective Actions Taken or Planned

All corrective actions are noted and taken care of within a timely manner.

The following facilities are included in the CDS code assigned to the Come Back Kids program:

Arlington Regional Learning Center, Riverside  
Coachella Come Back Kids, Coachella  
Corona Community School, Corona  
Betty G. Gibbel Regional Learning Center, San Jacinto  
David L. Long Regional Learning Center, Murrieta  
Desert Hot Springs, Desert Hot Springs  
Dr. Milo P. Johnson Center for Learning, Banning  
Don F. Kenny Regional Learning Center, Indio  
Educational Options Center, Riverside  
Elsinore Planet Youth, Lake Elsinore  
Empower Youth Hemet CBK, California Life Center, Hemet  
Grindstaff, Riverside  
Hemet CBK, Hemet  
Mead Valley CBK, Perris  
Moreno Valley Regional Learning Center, Moreno Valley  
Palm Springs Community School, Palm Springs  
Perris CBK, Perris  
Riverside Youth Opportunity Center, Riverside  
Rubidoux Youth Opportunity Center, Riverside  
Val Verde Regional Learning Center, Perris

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Interior:</b> Interior Surfaces		X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Electrical:</b> Electrical		X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Structural:</b> Structural Damage, Roofs	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	8	44
Math	0	1	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science			0			7			56

\* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	7
All Student at the School	0
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	1	0	0.0	--	--	--	--
	7	1	0	0.0	--	--	--	--
	11	147	68	46.3	29	29	19	1
Male	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		32	21.8	28	38	16	0
Female	11		36	24.5	31	22	22	3
Black or African American	11		5	3.4	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		0	0.0	--	--	--	--
Filipino	11		1	0.7	--	--	--	--
Hispanic or Latino	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		46	31.3	35	28	17	0
White	11		13	8.8	23	31	15	0
Two or More Races	11		3	2.0	--	--	--	--
Socioeconomically Disadvantaged	11		44	29.9	27	27	18	0
English Learners	11		10	6.8	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	1	0	0.0	--	--	--	--
	7	1	0	0.0	--	--	--	--
	11	147	73	49.7	77	5	0	0
Male	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		35	23.8	74	6	0	0
Female	11		38	25.9	79	5	0	0
Black or African American	11		6	4.1	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		0	0.0	--	--	--	--
Filipino	11		1	0.7	--	--	--	--
Hispanic or Latino	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		51	34.7	80	4	0	0
White	11		12	8.2	58	17	0	0
Two or More Races	11		3	2.0	--	--	--	--
Socioeconomically Disadvantaged	11		44	29.9	77	7	0	0
English Learners	11		12	8.2	83	0	0	0
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parents, students, and community partners serve on the CBK School Advisory Council (SAC). The SAC meets quarterly to ensure that CBK addresses the needs, concerns, and expectations of the families and communities of CBK students. The School Advisory Committee makes recommendations to the principal on design and other pertinent requirements of the operations of the school and are active participants in the development of the CBK Local Control Accountability Plan (LCAP). Stakeholders interested in serving on the CBK School Advisory Council should contact the Principals, Janice Delagrammatikas, [jdelaqrammatikas@rcoe.us](mailto:jdelaqrammatikas@rcoe.us) or Theresa Swickla, [tswickla@rcoe.us](mailto:tswickla@rcoe.us), or by telephone at (951) 826-6539.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

The Come Back Kids (CBK) High School Safety plan is updated annually by March 1 of each school year by CBK staff. During the 2015-16 school year, the plan was reviewed and updated in January 2015 and discussed with school administrators and staff at leadership team meetings and site meetings held throughout the year.

The Safety Plan includes information intended to identify elements and resources important in improving school safety and preventing campus violence throughout the county. The Safety Plan is categorized into assessment data, funding sources, discipline policies and practices, professional development, counseling and guidance, collaboration, programs and strategies, and campus security. Relevant data is reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data, suspensions and expulsions, counseling referrals, law enforcement reports, etc.).

Counseling, guidance, psychological services, and social services are available to all students. Mental health, probation and law enforcement agencies are actively involved in the activities that contribute to improving the safety of the school environment at RCOE. Prevention/intervention programs are used to create a safe drug-free learning environment.

Existing school discipline rules and procedures are reviewed at the beginning of each school year to ensure they address student behavior problems and school safety issues. The rules and the procedures are given to all students and parents upon enrollment explaining codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that students should be dressed appropriately for normal school activities and that students' attire should reflect pride and respect. Health and safety are guidelines to acceptable school attire.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate		0.00	0.00
Expulsions Rate		0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.20	4.55	3.71
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	No	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	437

\* 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.

### Professional Development provided for Teachers

CBK teachers participate in more than 82 hours of required professional development each year. Professional development hours include twenty eight (28) hours prior to the beginning of the school year and 56 hours in 1.45 hour blocks each Wednesday afternoon. Teachers also have the opportunity to collaborate an additional 4 hours per month to plan common core based lessons.

Each year, the professional development (PD) plan for the weekly Professional Learning Community (PLC) meetings and the focused areas of development are determined based on student achievement scores and the goals and actions identified in the CBK Local Control Accountability Plan (LCAP). Two Wednesdays a month, the emphasis is on ELA/ELD and math. The other weeks are dedicated to Technology Integration and Positive Behavior Intervention Strategies (PBIS). The August Summer Institute for Learning and Knowledge (SILK) week is the kick off for the new school year and is structured PD and collaboration.

During the 2014-15 school year, the focus is on new textbook training for social studies, math, reading intervention, and on-line course development. The June SILK (2014) included development of Common Core State Standards (CCSS) Math Units of Study grades as well as development of English Language Arts (ELA) lessons for the ELA CCSS Units of Study. Following the weekly two-hour PLC meetings this year, teachers met to develop CAHSEE Boot Camp activities and intervention strategies for weekly implementation at each CBK site.

During the current 2015-16 school year, the program continued to focus on new textbook training for social studies, math, reading intervention, and on-line course development. The June SILK (2015) included development of Common Core State Standards (CCSS) Math Units of Study grades as well as development of English Language Arts (ELA) lessons for the ELA CCSS Units of Study. Following the weekly two-hour PLC meetings, teachers meet to develop intervention strategies for weekly implementation at each CBK site. Teachers and counselors are also offered



the opportunity to participate in trainings related to implementation of the AVID strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,948 (185)	N/D
Mid-Range Teacher Salary	\$53,451 (185)	N/D
Highest Teacher Salary	\$81,580 (185)	N/D
Average Principal Salary (ES)	N/A	N/D
Average Principal Salary (MS)	N/A	N/D
Average Principal Salary (HS)	\$104,760	N/D
Superintendent Salary	\$261,884	N/D
Percent of District Budget		
Teacher Salaries	41.74%	N/D
Administrative Salaries	.073%	N/D

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Programs and services are funded through the following processes:

- Local Control Funding Formula
- Special Education
- Special Education - Mental Health Services
- NCLB Title III - Limited English Proficient
- Lottery

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/D	N/D	N/A	\$63,114
District	♦	♦	N/A	\$63,114
State	♦	♦	\$5,348	\$71,396
Percent Difference: School Site/District			N/A	0.0
Percent Difference: School Site/ State			N/A	-11.6

\* Cells with ♦ do not require data. \*Due to the frequent movement of students, expenditures per pupil data is not available.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	65	18	17	70	22	8
All Students at the School	83	14	3	100		
Female	79	16	5	100		
Hispanic or Latino	83	11	6	100		
Socioeconomically Disadvantaged	88	12		100		

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
	2012-13	2013-14	2014-15
Come Back Kids Charter			17
English-Language Arts			
Mathematics			
Riverside County Office of Education	2012-13	2013-14	2014-15
English-Language Arts	36	35	35
Mathematics	29	35	30
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2012-13	2013-14
Come Back Kids Charter			
Dropout Rate		44.40	9.30
Graduation Rate		.00	85.24
Riverside County Office of Education	2011-12	2012-13	2013-14
Dropout Rate		9.50	9.30
Graduation Rate		84.41	85.24
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.34	56.52	84.6
Black or African American	150	48	76
American Indian or Alaska Native	200	88.89	78.07
Asian	50	53.85	92.62
Filipino		57.14	96.49
Hispanic or Latino	79.02	48.73	81.28
Native Hawaiian/Pacific Islander		150	83.58
White	146.43	79.19	89.93
Two or More Races	66.67	68.97	82.8
Socioeconomically Disadvantaged	77.78	41.05	61.28
English Learners	47.73	32.84	50.76
Students with Disabilities	87.88	54.91	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

### Career Technical Education Programs

Come Back Kids© offers work experience and internship opportunities to parallel the career interests of students and to enhance academic and vocational skills. Work experience opportunities provide students job shadowing experience, internship programs and vocational training opportunities directly supervised by credentialed staff. Students utilize job shadowing, internships, and mentoring to engage them in the application of learned skills and knowledge.

Students enrolled in the CBK program are also offered the opportunity to participate in the YouthBuild program which trains students for jobs in the construction and logistics industries. Students have the opportunity to earn a high school diploma and obtain certification in job skills in the fields of construction and logistics that will qualify them for immediate employment.

Come Back Kids© students are also guided to Career Technical Educational opportunities afforded in the Regional Occupational Programs and through online CTE courses. Come Back Kids also offers concurrent enrollment opportunities at selected sites through partnerships with local community colleges.

Measurable outcomes for these classes are courses completed, and grades and credits earned by students.

Current CBK classes specifically focused on career preparation include:

- Agriculture/Landscape and Construction
- Agriculture
- Auto Mechanics
- Basic Clerical Skills
- Basic Computer Literacy
- Bookkeeping
- Building Maintenance
- Career Planning
- Carpentry
- Child Development
- Computer Concepts
- Electricity
- Food Services
- Foods: Nutrition and Cooking

Forensics/CSI  
Law Enforcement  
Masonry  
Office Occupations  
Operating Systems  
Plumbing  
Power Generation  
Presentation and Desktop Publishing  
Skills Application  
Upholstery  
Vocational Application  
Welding  
Work Experience

CTE course offerings include:

CIS Business  
CIS Microsoft Tools  
3D Computer Animation  
Computer Science  
Creative Digital Media  
Criminology  
CTE Financial Literacy  
Culinary Arts  
Digital Art  
Digital Imaging  
Digital Photography  
Forensic Science  
Game Development  
Hospitality Occupations  
Interactive Media Design  
Introduction to Accounting  
Introduction to Business Administration  
Introduction to Fashion Design  
Introduction to Marketing  
Introduction to Social Media  
Principals of Architecture and Construction  
Principles of Art, Audio/Visual Technology  
Principles of Law, Public Safety, Corrections, and Security  
Veterinary Science  
Web Design

### **DataQuest**

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

### **Internet Access**

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