



Come Back Kids Charter

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Riverside County Office of Education

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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 14 CBK sites in easily accessible locations throughout Riverside County.

CBK serves the needs of students behind in credits, not functioning well at a traditional high school campus, not passing one or both sections of the California High School Exit Exam (CAHSEE), as well as students needing to work full-time and/or part-time, or are pregnant and/or parenting teens.

The school offers a combination of 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 and CAHSEE preparation workshops.

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.

Responsible and Productive Citizens

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

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (951) 826-6454.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	4
Gr. 11	12
Gr. 12	193
Total	209

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	1.0
Asian	1.0
Filipino	0.5
Hispanic or Latino	74.2
Native Hawaiian/Pacific Islander	0.0
White	14.8
Two or More Races	1.4
Socioeconomically Disadvantaged	68.9
English Learners	23.0
Students with Disabilities	4.8

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	12-13	13-14	14-15
Fully Credentialed	N/A	14	26
Without Full Credential	N/A	0	0
Teaching Outside Subject Area of Competence	N/A	0	0
Riverside County Office of Education	12-13	13-14	14-15
Fully Credentialed	♦	♦	192
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Come Back Kids Charter	12-13	13-14	14-15
Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	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

2013-14 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
This School	100.00	0.00
Districtwide		
All Schools	90.18	9.82
High-Poverty Schools	99.01	0.99
Low-Poverty Schools	89.02	10.98

* 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 2014-15)

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
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	

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 fourteen (14) 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 2014-2015 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 Community, Desert Hot Springs
- Educational Options Center, Riverside
- Elsinore Planet Youth, Lake Elsinore
- Empower Youth Hemet, California Family Life Center, Hemet
- Moreno Valley Regional Learning Center, Moreno Valley
- Palm Springs Community School, Palm Springs
- 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: December 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: 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.
Interior: 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.
Cleanliness: 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.
Electrical: Electrical	[X]	[]		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Restrooms/Fountains: 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.
Safety: 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.
Structural: 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.
External: 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.
Overall Rating	Exemplary	Good	Fair	Poor
		[X]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	N/D	N/D	N/D	45	49	49	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	N/A	N/A	N/A	12.8%	8.5%	11.8%	54.4%	57.2%	56.3%
Math	N/A	N/A	N/A	12.0%	8.6%	8.5%	50.4%	51.5%	51.2%
HSS	N/A	N/A	N/A	8.6%	7.1%	6.5%	47.7%	48.8%	49.3%

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	779	788	790
Similar Schools	N/D	N/D	N/D

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	N/D	N/D	N/D
7	N/D	N/D	N/D
9	N/D	N/D	N/D

* 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.

2013-14 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	49
All Student at the School	N/D
Male	N/D
Female	N/D
Black or African American	N/D
American Indian or Alaska Native	N/D
Asian	N/D
Filipino	N/D
Hispanic or Latino	N/D
Native Hawaiian/Pacific Islander	N/D
White	N/D
Two or More Races	N/D
Socioeconomically Disadvantaged	N/D
English Learners	N/D
Students with Disabilities	N/D
Students Receiving Migrant Education Services	N/D

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian/Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 Principal, Janice Delagrammatikas, by email at jdelagrammatikas@rcoe.us.

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 of each school year by CBK staff. During the 2014-15 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	11-12	12-13	13-14
Suspensions Rate	N/A	N/A	0.0
Expulsions Rate	N/A	N/A	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.0	4.2	4.6
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	N/D
Met Participation Rate: English-Language Arts	N/A	N/D
Met Participation Rate: Mathematics	N/A	N/D
Met Percent Proficient: English-Language Arts	No	N/D
Met Percent Proficient: Mathematics	No	N/D
Met API Criteria	N/A	N/D

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	N/A	N/D
First Year of Program Improvement	N/A	N/D
Year in Program Improvement	N/A	N/D
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* 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.

Students enrolled in the Come Back Kids Charter work independently and meet with teachers individually on a weekly basis. The typical classroom setting is not used for students enrolled in the Come Back Kids Charter.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
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	500

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/D
Mid-Range Teacher Salary	N/A	N/D
Highest Teacher Salary	N/A	N/D
Average Principal Salary (ES)	N/A	N/D
Average Principal Salary (MS)	N/A	N/D
Average Principal Salary (HS)	N/A	N/D
Superintendent Salary	N/A	N/D
Percent of District Budget		
Teacher Salaries	N/A	N/D
Administrative Salaries	N/A	N/D

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 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	N/A
District	♦	♦	N/A	\$76,287
State	♦	♦	\$4,690	\$69,324
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			N/A	N/A

The Come Back Kids Charter commenced offering services in the 2013-14 school year.

***Due to the frequent movement of students, expenditures per pupil data is not available.

Types of Services Funded at Come Back Kids Charter

- Local Control Funding Formula
- Special Education
- Special Education - Mental Health Services

Professional Development provided for Teachers at Come Back Kids Charter

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. In 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.

2013-14 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	17	19	65	24	11
All Students at the School	N/D	N/D	N/D	N/D	N/D	N/D
Male	N/D	N/D	N/D	N/D	N/D	N/D
Female	N/D	N/D	N/D	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D	N/D	N/D	N/D
Asian	N/D	N/D	N/D	N/D	N/D	N/D
Filipino	N/D	N/D	N/D	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D	N/D	N/D	N/D
Native Hawaiian/Pacific Islander	N/D	N/D	N/D	N/D	N/D	N/D
White	N/D	N/D	N/D	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D	N/D	N/D	N/D
English Learners	N/D	N/D	N/D	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D	N/D	N/D	N/D
Students Receiving Migrant Education Services	N/D	N/D	N/D	N/D	N/D	N/D

* 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			
Come Back Kids Charter	2011-12	2012-13	2013-14
English-Language Arts	N/D	N/D	N/D
Mathematics	N/D	N/D	N/D
Riverside County Office of Education	2011-12	2012-13	2013-14
English-Language Arts	37	36	35
Mathematics	28	29	35
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian/Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Dropout Rate and Graduation Rate			
Come Back Kids Charter	2010-11	2011-12	2012-13
Dropout Rate (1-year)	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
Riverside County Office of Education	2010-11	2011-12	2012-13
Dropout Rate (1-year)			9.5
Graduation Rate	79.95	82.51	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	1	♦
All courses	2	N/D

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.0%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

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.

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