



Come Back Kids Charter

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2015-16 School Accountability Report Card Published During the 2016-17 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 22 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.

Vision

Preparing every student for success in college, career, and the community.

Mission

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	7
Grade 11	43
Grade 12	593
Total Enrollment	643

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10
American Indian or Alaska Native	1.4
Asian	0.5
Filipino	0.3
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.5
White	16.5
Two or More Races	1.9
Socioeconomically Disadvantaged	79
English Learners	16
Students with Disabilities	3.3
Foster Youth	1.9

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	14-15	15-16	16-17
With Full Credential	26	25	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	14-15	15-16	16-17
With Full Credential	♦	♦	31
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Come Back Kids Charter	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2015-16 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		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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 2016-17)

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-two (22) 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 2016-2017 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 CBK, Riverside
- Betty G. Gibbel Regional Learning Center CBK, San Jacinto
- Corona CBK, Corona
- David L. Long Regional Learning Center CBK, Murrieta
- Desert Hot Springs CBK, Desert Hot Springs
- Don F. Kenny Regional Learning Center CBK, Indio
- Dr. Milo P. Johnson Center CBK, Banning
- Educational Options Center CBK, Riverside
- Elsinore Planet Youth CBK, Lake Elsinore
- Empower Youth Hemet CBK, California Family Life Center (CFLC), Hemet
- Grindstaff CBK, Riverside
- Jurupa Valley High School CBK, Jurupa Valley
- Mead Valley CBK, Perris
- Mecca CBK, Mecca
- Moreno Valley Regional Learning Center CBK, Moreno Valley
- Palm Springs CBK, Palm Springs
- Perris CBK, Perris
- Riverside Youth Opportunity Center CBK, Riverside
- Rubidoux Youth Opportunity Center CBK, Riverside
- Santa Fe/Hemet CBK, Hemet
- School of Career Education CBK, 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	
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	24	18	38	38	44	48
Math	0		25	24	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science		0	21		7	40		56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	19	82.6	21.1
Female	13	10	76.9	30.0
Hispanic or Latino	18	14	77.8	7.1
Socioeconomically Disadvantaged	21	18	85.7	22.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	104	77	74.0	18.2
Male	11	56	40	71.4	10.0
Female	11	48	37	77.1	27.0
Black or African American	11	11	7	63.6	

**School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	11	75	53	70.7	13.2
White	11	16	15	93.8	40.0
Socioeconomically Disadvantaged	11	80	58	72.5	19.0
English Learners	11	13	6	46.1	16.7

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	104	76	73.1	
Male	11	56	39	69.6	
Female	11	48	37	77.1	
Black or African American	11	11	7	63.6	
Hispanic or Latino	11	75	52	69.3	
White	11	16	15	93.8	
Socioeconomically Disadvantaged	11	80	57	71.3	
English Learners	11	13	6	46.1	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 or Theresa Swickla, 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. The plan for the 2016-17 school year was reviewed and updated in January 2016 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., 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.6	3.7	2.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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	5.5
Average Number of Students per Staff Member	
Academic Counselor	650

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English			N/A			N/A			N/A			N/A
Mathematics			N/A			N/A			N/A			N/A
Science			N/A			N/A			N/A			N/A
Social Science			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.

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 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.

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,539	\$43,787
Mid-Range Teacher Salary	\$58,552	\$64,314
Highest Teacher Salary	\$89,341	\$85,084
Average Principal Salary (ES)	N/A	\$100,438
Average Principal Salary (MS)	N/A	\$103,661
Average Principal Salary (HS)	\$107,376	\$111,896
Superintendent Salary	\$261,884	\$131,536
Percent of District Budget		
Teacher Salaries		25.77%
Administrative Salaries		4.52%

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

Types of Services Funded

The following programs and services are available to support and assist students enrolled in the Come Back Kids program:

- Academic Counseling Support
- Concurrent Enrollment
- Experiential learning activities including visits to colleges/universities and local businesses and industries.
- Internship Opportunities
- High School Equivalency Test Preparation
- Opportunity to participate in experiential learning at Vocademy Makerspace.
- Student Leadership Opportunities
- Transition to College Support Services
- Tutoring Services

Programs and services are funded through the following processes:

- Local Control Funding Formula (includes EPA funding)
- Lottery
- Special Education
- Special Education - Mental Health Services
- NCLB Title III - Limited English Proficient

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2013-14	2014-15
Come Back Kids Charter			
Dropout Rate	44.40	9.30	7.70
Graduation Rate	.00	85.24	87.38
Riverside County Office of Education			
Dropout Rate	9.50	9.30	7.70
Graduation Rate	84.41	85.24	87.38
California			
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 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	\$56,124
District	♦	♦	N/A	\$56,124
State	♦	♦	\$5,677	\$72,535
Percent Difference: School Site/District			N/A	0.0
Percent Difference: School Site/ State			N/A	-22.6

* Cells with ♦ do not require data.

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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	67	62	86
Black or African American	72	68	78
American Indian or Alaska Native	80	78	78
Asian	100	85	93
Filipino	0	100	93
Hispanic or Latino	67	56	83
Native Hawaiian/Pacific Islander	50	33	85
White	62	72	91
Two or More Races	46	63	89
Socioeconomically Disadvantaged	67	50	66
English Learners	55	48	54
Students with Disabilities	60	56	78

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 guided to Career Technical Educational opportunities offered in the Regional Occupational Programs and through online CTE courses. CTE pathways are offered in the area of 21st Century Manufacturing. 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, grades and credits earned by students, industry recognized certifications, and completion of CTE pathways and concentration courses.

CBK offers a wide range of courses specifically focused on career preparation and include the areas of agriculture, construction, auto mechanics, clerical skills, computer literacy, career planning, food services and nutrition, office occupations, and work experience. Additional courses are available based upon student interest.

CTE courses are available in many subjects and areas of interest, some of which are listed below:

- Accounting
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Audio Video Production
- Business Information Management
- Career Exploration
- Career Skills
- Child Development & Parenting
- Cosmetology
- Creative Writing
- Criminal Justice
- Culinary Arts
- Digital Photography
- Drafting & Design
- Early Childhood Education
- Electronic Communication Skills
- Engineering & Technology
- Environmental Science
- Fashion & Interior Design
- Forensic Science
- Game Development
- Government & Public Administration
- Graphic Design & Illustration
- Hospitality & Tourism
- Human Services
- International Business
- Introduction to Manufacturing
- Medical Terminology
- Professional Communications
- Transportation, Distribution & Logistics
- Video Production

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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