



Come Back Kids Charter

3939 Thirteenth Street • Riverside, CA 92501 • (951) 826-6454 • Grades 9-12
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2016-17 School Accountability Report Card Published During the 2017-18 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 23 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:

Growth Minded
Resourceful
Actively Engaged
Determined
Socially Responsible

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	8
Grade 11	51
Grade 12	539
Ungraded Secondary	0
Total Enrollment	598

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	0.2
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.7
White	15.7
Two or More Races	2
Socioeconomically Disadvantaged	78.1
English Learners	17.4
Students with Disabilities	5.4
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Come Back Kids Charter	15-16	16-17	17-18
With Full Credential	25	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	177
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Come Back Kids Charter	15-16	16-17	17-18
Teachers of English Learners	25	31	30
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	3

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

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-three (23) 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:

Anza CBK, Anza
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 CBK, Perris

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2017

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	13	38	38	48	48
Math	0	2	24	27	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	0	21	7	40	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	0	0	0
7	0	0	0
9	0	0	0

* 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
Male	--	--	--	--
Female	13	10	76.9	30.0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	14	77.8	7.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	18	85.7	22.2
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	167	150	89.82	12.75
Male	100	88	88	8.05
Female	67	62	92.54	19.35
Black or African American	13	11	84.62	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	108	91.53	12.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	26	86.67	24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	105	87.5	12.5
English Learners	40	36	90	2.78
Students with Disabilities	18	18	100	5.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	146	87.95	2.07
Male	99	86	86.87	1.18
Female	67	60	89.55	3.33
Black or African American	13	11	84.62	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	107	91.45	1.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	23	76.67	4.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	101	84.87	0.99
English Learners	39	35	89.74	0
Students with Disabilities	18	18	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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, jdellagrammatikas@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 State priority: School Climate (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 2017-18 school year was reviewed and updated in January 2017 and is 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	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.4	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	2.8	4.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		42.9

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	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	5.5
Average Number of Students per Staff Member	
Academic Counselor	850

* 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 2016-17 school year and continuing through 2017-18, the focus has been on integrating English Language Development (ELD) and Universal Design for Learning (UDL) instructional strategies across the curriculum, and implementing data collaboration teams. The June 2017 SILK week included updating common formative assessments and rewriting ELA and math units. Units for science were also written by teachers during SILK week.

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,845 (185)	\$46,511
Mid-Range Teacher Salary	\$56,124 (185)	\$73,293
Highest Teacher Salary	\$95,856 (185)	\$92,082
Average Principal Salary (ES)	N/A	\$113,263
Average Principal Salary (MS)	N/A	\$120,172
Average Principal Salary (HS)	\$110,064	\$131,203
Superintendent Salary	\$268,431	\$250,000
Percent of District Budget		
Teacher Salaries	25%	N/D
Administrative Salaries	12.3%	N/D

* 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

FY 2015-16 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	75,186
State	♦	♦	\$6,574	67,871
Percent Difference: School Site/District			N/A	-29.0
Percent Difference: School Site/ State			N/A	-18.9

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Come Back Kids Charter	2013-14	2014-15	2015-16
Dropout Rate	9.3	7.7	6.2
Graduation Rate	85.2	87.4	89.4
Riverside County Office of Education	2013-14	2014-15	2015-16
Dropout Rate	9.3	7.7	6.2
Graduation Rate	85.2	87.4	89.4
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	66
% of pupils completing a CTE program and earning a high school diploma	14.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	145
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	44.86	50.08	87.11
Black or African American	53.57	55.45	79.19
American Indian or Alaska Native	62.5	60	80.17
Asian	100	41.18	94.42
Filipino	0	16.67	93.76
Hispanic or Latino	42.4	45.11	84.58
Native Hawaiian/Pacific Islander	0	40	86.57
White	50.51	61.79	90.99
Two or More Races	33.33	70	90.59
Socioeconomically Disadvantaged	43.07	45.13	85.45
English Learners	47.92	41.9	55.44
Students with Disabilities	29.41	38.05	63.9
Foster Youth	58.33	61.29	68.19

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.