

# Come Back Kids Charter

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Come Back Kids Charter
<b>Street</b>	3939 Thirteenth Street
<b>City, State, Zip</b>	Riverside, CA 92501
<b>Phone Number</b>	(951) 826-6454
<b>Principal</b>	Janice Delagrammatikas, Theresa Swickla
<b>Email Address</b>	jdelagrammatikas@rcoe.us; tswickla@rcoe.us
<b>School Website</b>	<a href="https://www.cbktoday.org/">https://www.cbktoday.org/</a>
<b>County-District-School (CDS) Code</b>	33103300128397

## 2022-23 District Contact Information

<b>District Name</b>	Riverside County Office of Education
<b>Phone Number</b>	(951) 826-6533
<b>Superintendent</b>	Edwin Gomez, Ed.D.
<b>Email Address</b>	egomez@rcoe.us
<b>District Website Address</b>	<a href="https://www.rcoe.us">https://www.rcoe.us</a>

## 2022-23 School Overview

Come Back Kids® (CBK) operates as a charter school. CBK was established to meet the academic needs and behavior support of at-risk students (grades 9 through 12) 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 inter-agency 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, dual enrollment, 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

Every Come Back Kids student will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

## 2022-23 School Overview

Schoolwide Learning Outcomes:

Growth Minded  
Resourceful  
Actively Engaged  
Determined  
Socially Responsible

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	53
Grade 10	57
Grade 11	130
Grade 12	137
Total Enrollment	377

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6
Male	45.6
American Indian or Alaska Native	1.1
Asian	0.0
Black or African American	5.3
Filipino	0.5
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.2
White	11.9
English Learners	15.1
Foster Youth	2.7
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	73.5
Students with Disabilities	11.9

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.00	52.83	367.10	68.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.60	1.23	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	34.80	6.50	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	12.50	47.17	88.00	16.41	12115.80	4.41
<b>Unknown</b>	0.00	0.00	39.80	7.43	18854.30	6.86
<b>Total Teaching Positions</b>	26.50	100.00	536.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	12.50	
<b>Total Out-of-Field Teachers</b>	12.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected** January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson	Yes	0
<b>Mathematics</b>	McGraw Hill	Yes	0
<b>Science</b>	McGraw Hill	Yes	0
<b>History-Social Science</b>	McGraw Hill	Yes	0
<b>Foreign Language</b>	Pearson	Yes	0
<b>Health</b>	McGraw Hill	Yes	0
<b>Visual and Performing Arts</b>	Multiple Sources	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Mobile science lab kits are purchased for use and consumable materials are replenished as needed.	Yes	0

## School Facility Conditions and Planned Improvements

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 2021-2022 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  
School of Career Education CBK, Riverside  
Val Verde Regional Learning Center CBK, Perris

**Year and month of the most recent FIT report**

January 2022



## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	19	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	1	N/A	21	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	194	157	80.93	19.07	19.23
<b>Female</b>	118	100	84.75	15.25	20.00
<b>Male</b>	76	57	75.00	25.00	17.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	15	11	73.33	26.67	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	146	120	82.19	17.81	20.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	20	76.92	23.08	25.00
<b>English Learners</b>	25	20	80.00	20.00	15.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	150	124	82.67	17.33	21.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	30	22	73.33	26.67	9.09

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	194	156	80.41	19.59	0.64
<b>Female</b>	118	98	83.05	16.95	1.02
<b>Male</b>	76	58	76.32	23.68	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	15	11	73.33	26.67	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	146	118	80.82	19.18	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	21	80.77	19.23	0.00
<b>English Learners</b>	25	20	80.00	20.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	150	124	82.67	17.33	0.81
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	30	22	73.33	26.67	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	10	5.13	3.7	3.8	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	142	117	82.39	17.61	5.13
<b>Female</b>	80	64	80	20	3.13
<b>Male</b>	62	53	85.48	14.52	7.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	112	91	81.25	18.75	4.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	10	90.91	9.09	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	85	85	15	5.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100	0	8.33







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. In 2019, Come Back Kids became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway. During the 2020-2021 school year, Come Back Kids expanded upon the dual-enrollment to include a History sequence of courses. Come Back Kids also offers concurrent enrollment opportunities at selected sites through partnerships with local community colleges. During the 2021-2022 school year, dual enrollment options were expanded to include Macroeconomics.

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
- Cyber Security
- 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
- Healthcare Services
- Hospitality & Tourism
- Human Services
- International Business
- Introduction to Manufacturing
- Medical Terminology
- Professional Communications
- Transportation, Distribution & Logistics
- Video Production

## 2021-22 Career Technical Education Programs

### 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.53
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		51	44		35.5	24.2		8.9	7.8
Graduation Rate		29.7	37.3		50.5	60.2		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	241	90	37.3
<b>Female</b>	128	50	39.1
<b>Male</b>	112	39	34.8
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	19	6	31.6
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	178	64	36.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	32	12	37.5
<b>English Learners</b>	42	13	31.0
<b>Foster Youth</b>	16	5	31.3
<b>Homeless</b>	24	7	29.2
<b>Socioeconomically Disadvantaged</b>	207	82	39.6
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	36	11	30.6

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	803	671	310	46.2
Female	420	353	158	44.8
Male	376	312	147	47.1
American Indian or Alaska Native	8	8	3	37.5
Asian	0	0	0	0.0
Black or African American	61	45	19	42.2
Filipino	3	3	2	66.7
Hispanic or Latino	597	501	237	47.3
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	26	21	9	42.9
White	93	81	37	45.7
English Learners	118	97	47	48.5
Foster Youth	28	22	12	54.5
Homeless	25	16	10	62.5
Socioeconomically Disadvantaged	660	560	269	48.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	96	79	35	44.3

### C. Engagement

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.99	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.05	2.10	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 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 2022-23 school year was reviewed and updated in December 2022 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science	1	1		
Social Science				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1256.67

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0



## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$49858.85	\$6586.02	\$43272.83	\$138825.93
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

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

Academic and mental health counseling and support  
 Concurrent enrollment  
 Experiential learning activities including visits to colleges/universities and local businesses and industries  
 Internship opportunities  
 High School Equivalency Test preparation  
 Student leadership opportunities  
 Career technical education options  
 Tutoring services  
 Dual-enrollment courses  
 Engaging educational technology and learning platforms  
 Communication and progress reporting online portals

Programs and services are funded through the following processes:

Local Control Funding Formula (includes EPA funding)  
 Lottery  
 Special Education  
 Special Education - Mental Health Services

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

## Professional Development

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 2018-19 school year and continuing through 2019-20, 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 2019 SILK week included a distinct focus on mathematics and UDL strategies. Units for science were also written by teachers during SILK week. Multi-tiered systems of support (MTSS) has also been incorporated into professional learning as a method of school improvement by collaboration within an established framework model that focuses on continuous improvement. Practices for consistency in grading and other means of data collection were shared as well.

During the 2021 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process.

During the 2022 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system with an emphasis on science lessons and next-generation science standards. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process. The emphasis was focused heavily on calibration and coaching on the implementation of universal design for learning.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	0