

# Butte County Community School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	Butte County Community School
<b>Street</b>	500 Orient Street, Suite 105
<b>City, State, Zip</b>	Chico, CA 95928
<b>Phone Number</b>	(530) 879-7411
<b>Principal</b>	Nick Catormerisios
<b>Email Address</b>	ncatomer@bcoe.org
<b>School Website</b>	<a href="https://bccs.bcoe.org/">https://bccs.bcoe.org/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	04 10041 0129817

## 2025-26 District Contact Information

<b>District Name</b>	Butte County Office of Education
<b>Phone Number</b>	(530) 532-5650
<b>Superintendent</b>	Mary Sakuma
<b>Email Address</b>	msakuma@bcoe.org
<b>District Website</b>	www.bcoe.org

## 2025-26 School Description and Mission Statement

Butte County Community School (BCCS) is operated by the Butte County Office of Education and recognizes the importance of ensuring that students are college and career-ready upon graduation. BCCS serves students in grades 6–12. Staff supporting students in grades 9–12 have established a comprehensive program designed to assist students in identifying and achieving personal, college, and career goals. The BCCS vision is to revolutionize student learning while strengthening family, school, and community partnerships. Its mission is to provide a safe and supportive educational and social environment where learning thrives and compassionate citizens are developed.

The school strives to implement a multi-tiered system of supports to address the academic, behavioral, and social-emotional

## 2025-26 School Description and Mission Statement

needs of students who have experienced challenges in other educational settings, as well as elementary students who are at risk of not successfully transitioning to local middle school programs.

Within the grades 9–12 program, students learn to lead their way toward a positive future in a self-contained, community-oriented environment. The school is intentionally designed to maximize student motivation, attendance, learning, and success by providing a positive and supportive community-based learning environment where students feel valued and develop into productive community members. Students may participate in modified school days and community service opportunities, which BCCS views as an integral component of the educational program. Students build life, academic, and career skills through participation in community volunteer programs, job shadowing, service projects, internships, and employment opportunities. All students are expected to engage in college and career readiness activities and to complete four-year and ten-year plans focused on academic goal setting and long-term career pathways. Multiple layers of support are provided to help students achieve the goals they establish.

A defining feature of BCCS is its fully inclusive teaching model. All students are taught together at all times. Push-in special education services and targeted intervention groupings allow students to remain with their peers in both whole-class and small-group settings, rather than being removed from core instruction. This inclusive approach fosters peer support while building empathy, compassion, awareness, and acceptance of diverse learners. Students are supported by experienced staff who maintain high expectations while providing the flexibility and individualized support necessary for student success. Staff develop strong one-on-one relationships with students through individualized success plans, a low teacher-to-student ratio, small class sizes, culturally responsive practices, and asset-based instructional strategies. BCCS provides a safe and culturally respectful environment where students develop the skills needed to become critical thinkers and problem solvers capable of overcoming educational and life challenges.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	1
Grade 7	1
Grade 8	4
Grade 10	4
Grade 11	5
Grade 12	5
<b>Total Enrollment</b>	<b>20</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	15
Male	85
Black or African American	15
Hispanic or Latino	35
Two or More Races	25
White	25
English Learners	10
Homeless	25
Socioeconomically Disadvantaged	80
Students with Disabilities	20

### 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.

## 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>	3.4	68.64	57.3	60.69	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.06	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.5	0.53	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	31.16	27.3	28.88	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	8.3	8.83	15831.9	5.67
<b>Total Teaching Positions</b>	5	100	94.5	100	279044.8	100

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.

## 2022-23 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>	2.6	75.43	60.9	64.58	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.9	1.05	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.3	5.62	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	24.29	23.6	24.99	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	3.5	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	3.5	100	94.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	2.2	61.62	54.5	57.86	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.06	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.3	3.54	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	38.11	30.7	32.61	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4.6	4.91	13705.8	4.91
<b>Total Teaching Positions</b>	3.7	100	94.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.50	0.8	1.4
<b>Total Out-of-Field Teachers</b>	1.50	0.8	1.4

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All curriculum is from the most recent adoption. Percent of students lacking their own assigned curriculum is 0%.

**Year and month in which the data were collected** August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity 7-12 grade McDougal-Littell Language of Literature June 2005	0
<b>Mathematics</b>	Edgenuity 7th Grade Math Edgenuity 8th grade math Edgenuity Basic Math Edgenuity Integrated Math 1&2, Edgenuity Geometry, Edgenuity Algebra 2 Glencoe Geometry: Concepts and Applications June 2005	0
<b>Science</b>	Edgenuity Biology Edgenuity Life Science Edgenuity Earth Science Edgenuity Physical Science Edgenuity Chemistry McGraw Hill California Science (2006)	0
<b>History-Social Science</b>	Edgenuity 7th grade World History Edgenuity 8th grade US History Edgenuity HS World History Edgenuity HS US History Edgenuity Economics Edgenuity Government	0
<b>Foreign Language</b>	N/A	
<b>Health</b>	MS Positive Prevention Plus Glencoe/McGraw Hill-Teen Health Edgenuity: HS Health Positive Prevention Plus and Edgenuity Courses address the requirements for Sex Ed Curriculum.	0

<b>Visual and Performing Arts</b>	Art History-Edgenunity Glencoe Art In Focus May 2007 Glencoe Art Talk May 2007	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The facility is maintained in a manner that is clean, functional, and safe. The Butte County Office of Education Maintenance and Operations Division responds promptly to facility service requests as needed.

Students are granted access to school buildings 30 minutes prior to the start of the school day to provide a safe, supervised space to eat breakfast. After school, students are picked up by parents, guardians, or transportation services, or they may walk to attend the Boys & Girls Club for a safe after-school location and activities. School grounds are monitored by BCOE security cameras, the Chico Police Department, and school staff.

The school has sufficient space to support teaching and learning, including four classrooms, a gymnasium and outdoor play yard (located on the Boys & Girls Club campus), and a multipurpose room that includes a library, eating area, and instructional cubicles. The school is located at its facility at 500 Orient Street, Suite 105.

The Local Educational Agency (LEA) takes extensive measures to ensure that all schools are clean, safe, and functional. To support this effort, the LEA utilizes a facility inspection survey instrument developed by the California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the LEA office, or online at BCOE.org. The LEA governing board has adopted cleaning standards for all schools within the LEA, and a summary of these standards is available at both the school office and the LEA office. The principal works collaboratively with the Maintenance and Operations Department to establish cleaning schedules that ensure a safe and sanitary school environment. BCOE custodial staff provide after-hours cleaning services, including deep cleaning, to maintain a safe and clean learning environment.

The LEA works in collaboration with school site administration to ensure that maintenance and facility needs are addressed in a timely manner so the facility remains functional for both the school day and after-school programs. There are no planned facility improvements at this time.

LEA maintenance staff ensure that repairs necessary to keep the school in good repair and working order are completed promptly. A work order system is used to ensure efficient service delivery, with emergency repairs receiving the highest priority.

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

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Stacking tables need support straps. Workorder completed to strap the tables.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

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 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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	0	39	42	47	48
<b>Mathematics</b> (grades 3-8 and 11)	12	0	26	29	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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>	11	10	90.91	9.09	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<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>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	11	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	18.18	--	10.53	11.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

BCCS has one complete CTE Program that aligns with model CTE curriculum standards.

Health Science and Medical Technology - Patient Care

Program Sequence: Medical and Hospital Careers A and B. Dual enrolled with Butte College: Intro to Public Health (ALH 3); The Critical 6 Soft Skills in the Professional Healthcare Environment (ALH 6), and Medical Terminology (ALH 104).

The CTE programs reach students at BCCS in grades 6-12. Career readiness is embedded in the CTE coursework and offered through schoolwide presentations focused on postsecondary vocational programs. Our Transition Specialist works with all high school students to enroll and participate in Career Exploration counseling sessions, complete the FAFSA, and enroll in Butte College. The pathways are open to all students, and BCCS makes any necessary accommodations to support student participation.

## 2024-25 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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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.

## 2025-26 Opportunities for Parental Involvement

BCCS acknowledges and values parental involvement as a powerful influence on student achievement and a key predictor of a student's academic and personal success.

BCCS parents are encouraged to actively participate in their child's education in a variety of ways:

- volunteer in the classroom
- chaperone during field trips and extracurricular activities
- attend ongoing, year-round family events
- attend ongoing, year-round school events (i.e., Book Fair, Open House, Native American Day, Holiday Fair, Read Around America Day, Bingo Nights)
- participate in the planning of the end-of-the-year graduation/celebration evening
- attend the end of the year graduation/celebration event
- attend meetings and conferences to discuss their child's educational progress and academic support progress
- attend student exhibitions of learning
- participate and provide input for the Local Control Accountability Plan (LCAP) process
- participate in School Site Council
- participate in attendance support meetings
- participate in Parent Education Nights

Parents can become actively involved in the school when teachers reach out at the beginning of the school year to survey their interests in volunteering and when BCCS sends out reminders and invitations to families about school events eliciting their participation in the event. A high number of our parents drop off and pick up students and are welcome to check in with teachers about school and classroom events. Parents are surveyed twice a year to identify current family needs in order to ensure that students and families are provided education and support in a timely manner.

Organized opportunities for parental involvement include:

- Parent education events planned around the needs identified through parent surveys. Our Community School Coordinator, Lucas Bradbury, surveys families and collaborates with the principal to identify family needs and plan parent events.
- The School Site Council is a public meeting comprised of school staff, parents, community members, and students who help plan, implement, and monitor the school plan. The principal oversees the School Site Council.
- Parent Teacher Conferences are planned in the fall after the end of the first quarter of school. The classroom teachers contact families to schedule a time to meet individually with their student's teacher.
- Family events are held monthly as a means of connecting families together as well as to community resources and support.

For more information about parent involvement opportunities, reach out to Lucas Bradbury at (530)-433-2321

## 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	12.7	27.7	13.3	8.2	8.9	8
Graduation Rate	--	--	--	68.8	71.4	73.3	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	49	46	38	82.6
Female	16	15	12	80.0
Male	33	31	26	83.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	15	11	73.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	14	93.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	9	60.0
Socioeconomically Disadvantaged	44	41	33	80.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	12	11	9	81.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.06	19.35	16.33	2.64	2.65	2.72	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.56	0	0	0.13	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.33	0.00
Female	12.50	0.00
Male	18.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	25.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	18.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Butte County Office of Education is committed to providing safe, secure and nurturing environments for students, families and employees. The plan includes the status of its School Safety Plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

This plan was approved March 10, 2025, by BCCS School Site Council.  
Annually, BCOE school staff complete online trainings in required areas.

At a minimum, all our policies and procedures comply with all state and federal laws related to:

- Documenting immunizations of new students
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire
- Developing emergency-response procedures
- Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with bloodborne pathogens
- Assuring staff are trained and implement mandated child abuse reporting that conforms to current law
- Training and procedures are in place for prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students
- The adoption of a suicide prevention policy and training for staff
- Assuring that school buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements
- Establishing the school as a drug, alcohol and tobacco free workplace
- Maintaining annually reviewed Site Safety Plans
- Compliance with the Americans with Disabilities Act
- Child Abuse Reporting Procedures
- Disaster Procedures
- Suspension and Expulsion Procedures
- Procedures for Dealing with Dangerous Pupils
- Sexual Harassment Policies
- School Dress Codes
- Procedures Providing an Orderly School Environment Conducive to Learning
- Procedures for School Discipline
- Process for Reporting Hate Crimes
- Protocol Around Active Shooters
- Bullying and Cyberbullying

### D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	9	2	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	7	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	1	1		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	4	0	0
Mathematics	2	6	0	0
Science	1	1	0	0
Social Science	5	3	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	4	4		
Mathematics	4	4		
Science	1	2		
Social Science	3	6		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	6		
Mathematics	1	7		
Science	4	5		
Social Science	4	6		

## 2024-25 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
<b>Pupils to Academic Counselor</b>	0

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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>	\$62,165	\$31,097	\$31,068	\$115,422
<b>District</b>	N/A	N/A	\$4,892	\$83,325
<b>Percent Difference - School Site and District</b>	N/A	N/A	145.6	32.9
<b>State</b>	N/A	N/A	\$18,586	\$101,084
<b>Percent Difference - School Site and State</b>	N/A	N/A	50.3	19.2

## Fiscal Year 2024-25 Types of Services Funded

Categorical allocations are used to fund a variety of educational services and resources. This includes purchasing standards-aligned textbooks and materials through Proposition 20 Lottery Funding, providing educational support services through Title 1 Part A and Part D, and supporting career technical education through CTEIG and GSPP. Categorical funds also support professional learning for teachers, services for English learner students, family engagement efforts, student information

## Fiscal Year 2024-25 Types of Services Funded

systems, assessment and intervention platforms, academic and behavioral coaches, technology access, and compliance assistance.

Site-level allocations from supplemental and concentration funds are used to support instructional paraprofessionals, family engagement activities, grade-span reduction teachers, transportation for students needing tier 3 attendance support, and facilities leases. Funding from the Student Support and Enrichment Block Grant, California Community Schools Partnership Program, Literacy Coaches and Reading Specialists program, EASIE, AIECE, and Prop 28 Arts and Music in Schools is directed towards intervention teachers, professional development, instructional materials, cultural experiences, and art/music instruction.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$48,279	\$54,773
<b>Mid-Range Teacher Salary</b>	\$81,829	\$78,981
<b>Highest Teacher Salary</b>	\$115,378	\$117,337
<b>Average Principal Salary (Elementary)</b>	\$92,421	\$128,425
<b>Average Principal Salary (Middle)</b>	\$84,723	\$137,947
<b>Average Principal Salary (High)</b>	\$90,920	\$138,809
<b>Superintendent Salary</b>	\$232,348	\$176,162
<b>Percent of Budget for Teacher Salaries</b>	3.59%	25.51%
<b>Percent of Budget for Administrative Salaries</b>	3.24%	5.93%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The LEA aligns professional development paid from federal funding to LCAP and SPSA goals and action steps designed to support high-risk youth. A needs assessment is distributed to all staff (principals, teachers, support staff, and other school leaders) and the data is reviewed in administrative meetings to determine next steps. The LEA then distributes a survey of appropriate LEA-funded professional learning opportunities to determine site interest and available LEA resources. Based on this data, the LEA distributes a final survey requesting participant names for each professional learning opportunity being offered. When professional development is needed that cannot be funded by the LEA, school sites take on responsibility for meeting needs using site-allocated funds.

### IDENTIFIED NEED

All professional learning is aligned with the LEA Strategic Plan and LCAP/SPSA Goals. All data is captured annually in the LEA Self-Assessment, in which progress is measured, and actions are continued or discontinued. During the 2023–2026 school years, the BCCS program is committed to building and sustaining a culture of continuous improvement. BCCS staff participate in ongoing professional development opportunities, including staff meetings, student-centered coaching support, and additional collaboration to assist with professional growth. Areas of focus include PBIS and school climate systems, the Community School Model, Multi-Tiered Systems of Support (MTSS), Professional Learning Community (PLC) data-driven meetings, equity and trauma-informed practices, Aeries Gradebook, intervention supports, and instructional practices aligned to student engagement and improved learning outcomes.

### TYPES OF PROFESSIONAL DEVELOPMENT

In the 2025–2026 school year, BCCS is prioritizing restorative practices as the central professional development focus to strengthen student engagement, improve school culture, and increase instructional time and learning. Staff are engaged in ongoing training and coaching in restorative practices, including restorative conversations, circles, conflict resolution supports, relational de-escalation strategies, and consistent restorative responses to behavior. This work is intentionally integrated with classroom practice to support instructional engagement and increase meaningful participation in learning. Professional development is also focused on strengthening teacher engagement in instructional approach and curriculum implementation, including aligning instructional routines to student needs, strengthening pacing and lesson design, and ensuring classroom practices support both academic progress and a safe, connected learning environment for students.

In the 2024–2025 school year, BCCS held a mandatory Buy Back Day prior to the beginning of the school year, providing staff training focused on equity, Social-Emotional Learning in the classroom, Universal Mental Health Screening, Collaborative

## Professional Development

Problem Solving, Computer Science, AI, the Community School Model, cultural history in our community, and instructional practices that promote student engagement. Additionally, BCCS conducted a day-long mandatory training continuing staff learning around trauma-informed practices and supporting the development of BCCS as a wellness center model school. Throughout the school year, staff participated in professional development sessions tailored to identified and requested areas of need, including equity, trauma-informed practices, secondary trauma, fostering a trauma-informed and trauma-responsive culture, internship design, the development of student-centered projects through Big Picture Learning coaching, and instructional supports and resources for English Language Learners.

In the 2023–2024 school year, BCCS held a mandatory Buy Back Day before the beginning of the school year focused on equity and school climate, as well as continued growth in the Community School Model. During the year, staff participated in coaching and professional development focused on equity, classroom climate, and strengthening schoolwide systems. Staff implemented monthly PLC/Data Team Meetings around attendance, mathematics, and ELA achievement, with coaching support to guide data analysis and planning. Classroom and support teachers attended a year-long professional learning series on improving literacy in the classroom, Getting Reading Right. Teachers in grades 7–12 continued their work on internship design and student-centered projects through Big Picture Learning coaching and professional development. As BCCS continued to build MTSS and PBIS systems, staff received coaching support to implement newly designed procedures and practices. To increase student voice and strengthen school climate improvement efforts, staff implemented Kelvin Education Pluses and received professional development on analyzing student feedback and using data to inform implementation planning.

### BUILDING STAFF CAPACITY

The LEA hosts monthly full-day administrative meetings. During these meetings, time is set aside for professional learning, including professional development sessions in which guest speakers often present on specific topics throughout the year. The Director of Alternative Education also provides 1:1 instructional leadership support for site administration. In addition, the LEA offers student-centered coaching to collaboratively support teachers with behavior, instructional planning, and implementation. This provides staff with on-site direct support for professional growth and improvement relevant to day-to-day classroom work and school improvement efforts.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	48	48