# Come Back Charter

## 2024–25 School Accountability Report Card

## Reported Using Data from the 2024–25 School Year

### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 350 West Yosemite Ave<br>Merced, CA , 95348-3021 | **Principal:** | Sherre Vernon, Interim Principal |
| **Phone:** | (209) 381-4040 | **Grade Span:** | 9-12 |

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.

## Admission Requirements for the University of California (UC)

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 https://admission.universityofcalifornia.edu/.

## Admission Requirements for the California State University (CSU)

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 https://www2.calstate.edu/.

# About This School

## Sherre Vernon, Interim Principal

Principal, Come Back Charter

### Contact

Come Back Charter
350 West Yosemite Ave
Merced, CA 95348-3021

Phone: (209) 381-4040
Email: svernon@mcoe.org

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

| | |
|---|---|
| **District Name** | Merced County Office of Education |
| **Phone Number** | (209) 381-6600 |
| **Superintendent** | Tietjen, Steve |
| **Email Address** | stietjen@mcoe.org |
| **Website** | www.mcoe.org |

### School Contact Information (School Year 2025–26)

| | |
|---|---|
| **School Name** | Come Back Charter |
| **Street** | 350 West Yosemite Ave |
| **City, State, Zip** | Merced, CA , 95348-3021 |
| **Phone Number** | (209) 381-4040 |
| **Principal** | Sherre Vernon, Interim Principal |
| **Email Address** | svernon@mcoe.org |
| **Website** | https://mcoe.org/comebackcharter |
| **Grade Span** | 9-12 |
| **County-District-School (CDS) Code** | 24102490138032 |

## School Description and Mission Statement (School Year 2025–26)

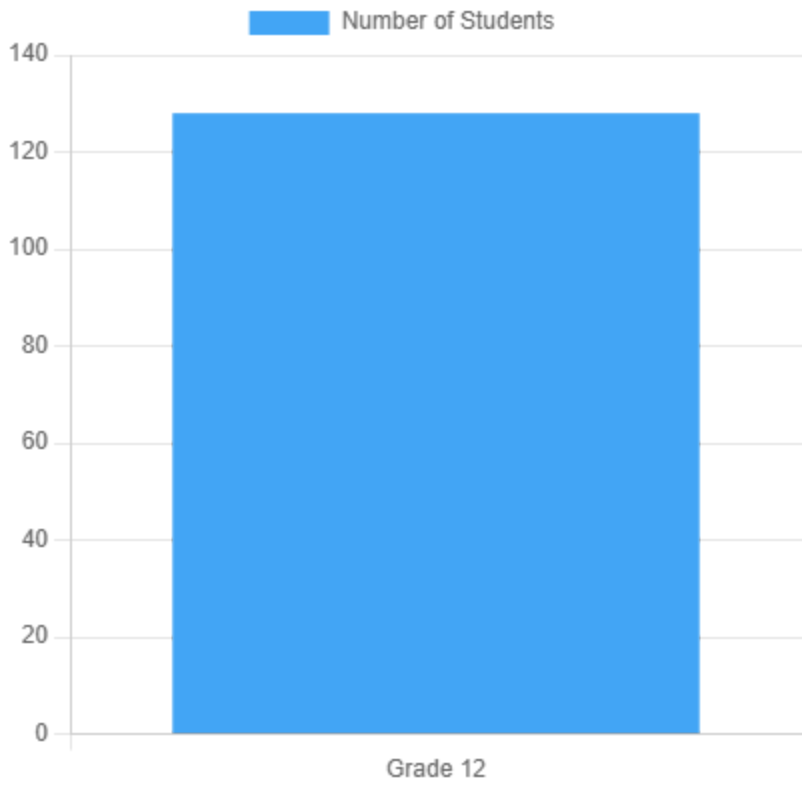
Come Back Charter School's mission is to provide alternative options for adults of all backgrounds, ages, and ability levels to earn a high school diploma.

The school was approved by the Merced County Board of Education in June of 2018 and opened to students in September of that same year. CBCS was created to serve students who are 18 years of age or older and who have not yet earned their high school diploma. CBCS is an independent study adult program designed to provide students the flexibility to complete their work at home. Many students are working full-time jobs and raising families but want the opportunity to finish high school and achieve their high school diploma. The program at CBCS allows students to provide and support their families while seeking to achieve this goal. Along with earning their high school diploma, CBCS strives to prepare students for the workforce, college, or both. In addition to this, CBCS is working on incorporating more career training options. Workshops are available to provide students with continued learning in career development and planning. We aim to prepare our students for job opportunities that can further their learning and

abilities. CBCS is located at multiple sites, with its main location at the Merced County Office of Education (MCOE) Yosemite Complex. Other locations include the Wardrobe Education Complex in Merced, the Atwater Education Complex in Atwater, and the campus of Los Banos Valley Community School.

## Student Enrollment by Grade Level (School Year 2024–25)

| Grade Level | Number of Students |
|---|---|
| Grade 12 | 128 |
| Total Enrollment | 128 |



### Student Enrollment by Student Group (School Year 2024–25)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 56.30% |
| Male | 43.80% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 1.60% |
| Black or African American | 2.30% |
| Filipino | 0.00% |
| Hispanic or Latino | 77.30% |
| Native Hawaiian or Pacific Islander | 0.80% |
| Two or More Races | 0.80% |
| White | 15.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| English Learners | 10.20% |
| Foster Youth | 0.00% |
| Homeless | 3.10% |
| Migrant | 0.00% |
| Socioeconomically Disavantaged | 96.10% |
| Students with Disabilities | 3.10% |

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.00 | 25.00% | 51.70 | 40.37% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 13.10 | 10.22% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 9.80 | 7.71% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.00 | 75.00% | 20.30 | 15.91% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 33.00 | 25.77% | 15831.90 | 5.67% |
| Total Teaching Positions | 4.00 | 100.00% | 128.10 | 100.00% | 279044.80 | 100.00% |

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.

## Teacher Preparation and Placement (School Year 2022–23)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.90 | 24.32% | 44.80 | 35.51% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 13.00 | 10.36% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 21.30 | 16.91% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.70 | 75.41% | 17.70 | 14.03% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 29.20 | 23.17% | 14303.80 | 5.15% |
| Total Teaching Positions | 3.70 | 100.00% | 126.40 | 100.00% | 277698.00 | 100.00% |

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.

## Teacher Preparation and Placement (School Year 2023–24)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1.00 | 19.84% | 56.90 | 44.44% | 230039.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 14.90 | 11.65% | 6213.80 | 2.23% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 27.80 | 21.75% | 16855.00 | 6.04% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 4.00 | 80.16% | 15.50 | 12.12% | 12112.80 | 4.34% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 12.80 | 10.02% | 13705.80 | 4.91% |
| Total Teaching Positions | 5.00 | 100.00% | 128.00 | 100.00% | 278927.10 | 100.00% |

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 | 2021–22 Number | 2022–23 Number | 2023–24 Number |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0.00 |
| Misassignments | 0.00 | 0 | 0.00 |
| Vacant Positions | 0.00 | 0 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0.00 |

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

| Indicator | 2021–22 Number | 2022–23 Number | 2023–24 Number |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0.00 |
| Local Assignment Options | 3.00 | 2.7 | 4.00 |
| Total Out-of-Field Teachers | 3.00 | 2.7 | 4.00 |

## Class Assignments

| Indicator | 2021–22 Percent | 2022–23 Percent | 2023–24 Percent |
|---|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0% | 0% | 0.00% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0% | 0% | 0.00% |

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

CBCS ensures that all students, including ELs, have ready access to standards-aligned instructional materials for use at school and at home. Across the core curriculum and electives, CBCS uses Edmentum Courseware as its adopted curriculum and all students are assigned their own laptop from which to access materials. Additional computer work stations are also available on site for students during their teacher appointments.???

Year and month in which the data were collected: December 2025

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| Reading/Language Arts | Edmentum Courseware, Adopted 2021? | 0 |
| Mathematics | ?Edmentum Courseware, Adopted 2021 | 0 |
| Science | ?Edmentum Courseware, Adopted 2021 | 0 |
| History-Social Science | ?Edmentum Courseware, Adopted 2021 | 0 |
| Foreign Language | ?Edmentum Courseware, Adopted 2021 | 0 |
| Health | ?Edmentum Courseware, Adopted 2021 | 0 |
| Visual and Performing Arts | ?Edmentum Courseware, Adopted 2021 | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

## School Facility Conditions and Planned Improvements

Overall, CBCS facilities are in good repair.

The school is in good repair for most areas and received the score of "fair" for the category "Structural."

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Fair | We will work with the maintenance team to make appropriate repairs. |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: Not Available

| | |
|---|---|
| Overall Rating | Good |

# 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2023–24 | School 2024–25 | District 2023–24 | District 2024–25 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | | | | | 47% | 48% |
| Mathematics (grades 3-8 and 11) | | | | | 35% | 37% |

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

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

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

Note: 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.

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.

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 Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2023–24 | School 2024–25 | District 2023–24 | District 2024–25 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 6.82% | 4.84% | 1.01% | 1.23% | 30.73% | 32.33% |

Note: 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.

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.

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 Test Results in Science by Student Group**
**Grades Five, Eight and High School (School Year 2024–25)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 85 | 62 | 72.94% | 27.06% | 4.84% |
| Female | 45 | 31 | 68.89% | 31.11% | 6.45% |
| Male | 40 | 31 | 77.50% | 22.50% | 3.23% |
| 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 | 56 | 42 | 75.00% | 25.00% | 4.76% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 10 | 76.92% | 23.08% | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 66 | 48 | 72.73% | 27.27% | 6.25% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

**Career Technical Education (CTE) Programs (School Year 2024–25)**

| |
|---|
| No CTE programs were offered at CBCS in 24-25. However, students did have optional access to MCOE's adult ROP program. |

**Career Technical Education (CTE) Participation (School Year 2024–25)**

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

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Course Measure | Percent |
|---|---|
| 2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

## 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

**California Physical Fitness Test Results (School Year 2024–25)**
**Percentage of Students Participating in each of the five Fitness Components**

| Grade | 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 |
|---|---|---|---|---|---|

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

**Opportunities for Parental Involvement (School Year 2025–26)**

Since students at CBCS are adults, parental involvement is minimal, but family involvement is encouraged. Some parents and families support CBCS students in pursuit of their diploma. Ultimately, however, it is up to the adult student to become involved with the school and all related activities. The pandemic created challenges in engaging students and their families, and some onsite events were limited such as Open House. The school did return to having a full graduation ceremony in 2021-22, an important event to celebrate the accomplishment of students with their families and friends. CBCS pursues family involvement through Advisory Meetings and the development of school plans such as the Local Control Accountability Plan (LCAP). Students and their families are able to provide feedback on various aspects of the school through stakeholder meetings or surveys administered throughout the year. In regard to the LCAP, students and families can review and comment on the progress of annual school goals and actions. Through the LCAP process as well as others such as the WASC process, the school provides various opportunities for input and participation by students and their families. Whether in person or through a virtual platform, the school regularly encourages students and their families to participate in the school program and seek support from the school as needed. The school wishes to connect students and their families with information on resources that are available in the community.

## State Priority: Pupil Engagement

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

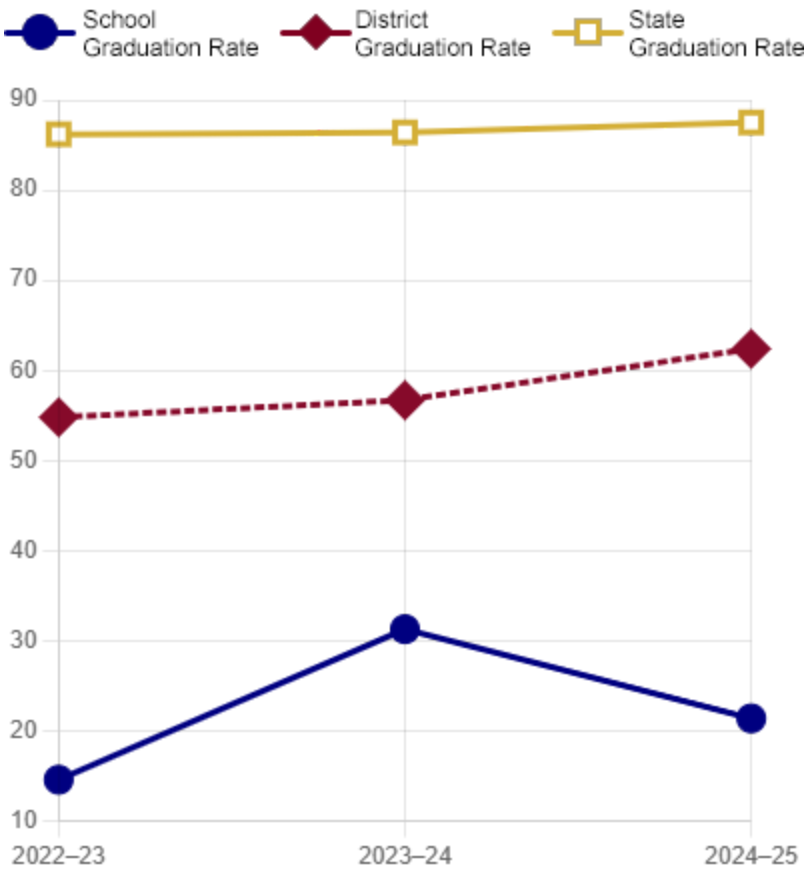
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

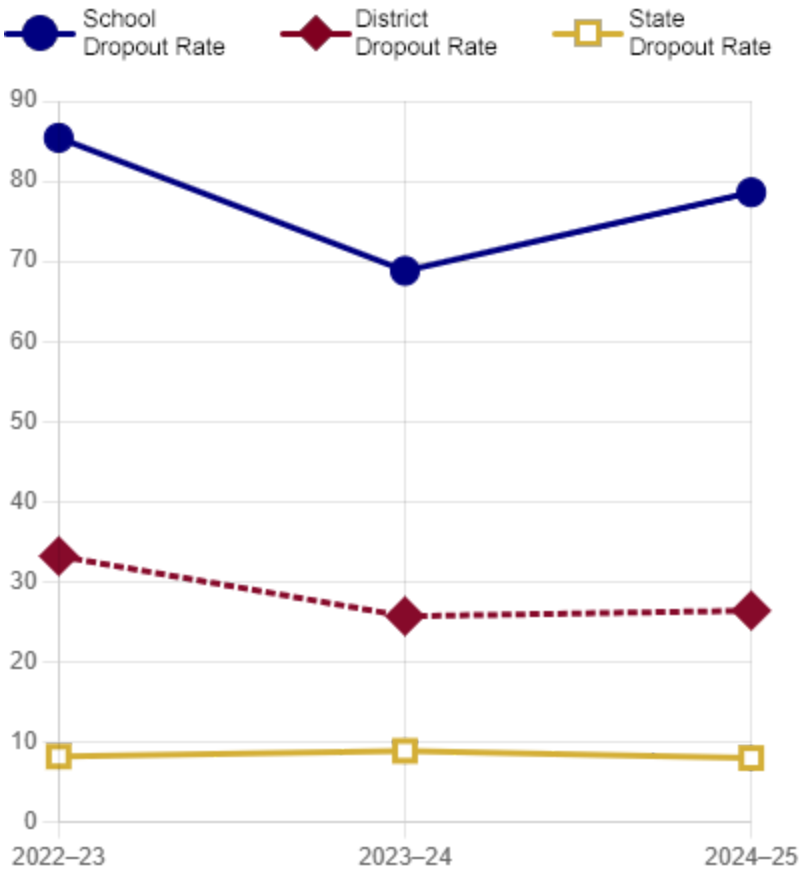
| Indicator | School 2022–23 | School 2023–24 | School 2024–25 | District 2022–23 | District 2023–24 | District 2024–25 | State 2022–23 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|---|---|---|
| Graduation Rate | 14.6% | 31.3% | 21.4% | 54.8% | 56.7% | 62.4% | 86.2% | 86.4% | 87.5% |
| Dropout Rate | 85.4% | 68.8% | 78.6% | 33.2% | 25.7% | 26.4% | 8.2% | 8.9% | 8.0% |

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

Graduation Rates



Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 56 | 12 | 21.4% |
| Female | 23 | 6 | 26.1% |
| Male | 33 | 6 | 18.2% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00% |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 42 | 7 | 16.7% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | 0 | 0 | 0.00% |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 55 | 12 | 21.8% |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

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 student population is ten or fewer.

**Chronic Absenteeism by Student Group (School Year 2024–25)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 272 | 197 | 81 | 41.1% |
| Female | 150 | 107 | 45 | 42.1% |
| Male | 122 | 90 | 36 | 40.0% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 18 | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 199 | 151 | 64 | 42.4% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 41 | 30 | 12 | 40.0% |
| English Learners | 20 | 19 | 5 | 26.3% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 11 | -- | -- | -- |
| Socioeconomically Disadvantaged | 261 | 190 | 80 | 42.1% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 14 | -- | -- | -- |

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.

## 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**

| Rate | 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 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.00 | 0.00 | 3.59 | 1.73 | 1.67 | 3.60 | 3.28 | 2.94 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 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.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 0.00% | 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 | 0.00% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.00% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 0.00% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 0.00% | 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.

**School Safety Plan (School Year 2025–26)**

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The CBCS Advisory Board will approve updates to the plan at the quarterly Advisory Board meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. CBCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

## D. Other SARC information

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 0.00 | 0 | 0 | 0 |
| Mathematics | 0.00 | 0 | 0 | 0 |
| Science | 0.00 | 0 | 0 | 0 |
| Social Science | 0.00 | 0 | 0 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor* | 128 |

* 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.

**Student Support Services Staff (School Year 2024–25)**

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.60 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

* 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.
** "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $17874.00 | $2257.00 | $15617.00 | $93986.00 |
| District | N/A | N/A | $12261.00 | $90431.00 |
| Percent Difference – School Site and District | N/A | N/A | 24.08% | 3.86% |
| State | N/A | N/A | $11146.18 | -- |
| Percent Difference – School Site and State | N/A | N/A | 33.41% | |

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

**Types of Services Funded (Fiscal Year 2024–25)**

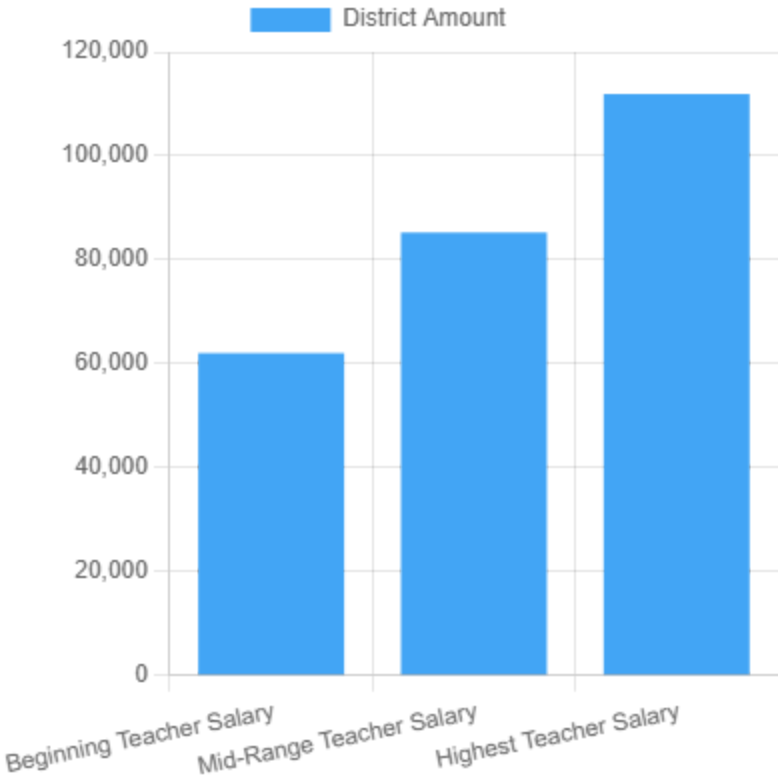
CBCS provides various services to support students in their personal and academic growth. Services and supports are provided to support the whole student, which includes a student's academic, social, and emotional well-being. Services are provided to students as determined by the Multi-Tiered System of Supports (MTSS) and range in scope to include universal (Tier I), targeted (Tier II), and intensive (Tier III) supports. Programs and services are provided at the school through the Local Control Funding Formula (LCFF) funds, federal funds, and categorical grants. Services are provided by full or part-time staff or contracted out to outside entities or through the LEA, the Merced County Office of Education.

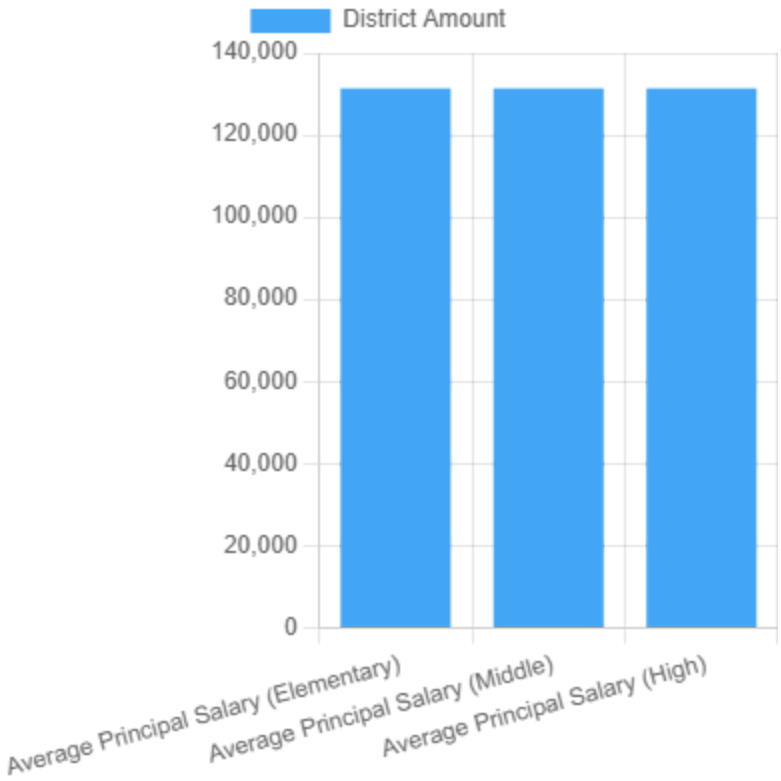
- Math support
- Tutoring
- School psychologist
- Social/emotional counseling services
- Academic counseling services
- Special Education support
- Technology support
- Career workshops

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $62050.00 | -- |
| Mid-Range Teacher Salary | $85258.00 | -- |
| Highest Teacher Salary | $111907.00 | -- |
| Average Principal Salary (Elementary) | $131370.00 | -- |
| Average Principal Salary (Middle) | $131370.00 | -- |
| Average Principal Salary (High) | $131370.00 | -- |
| Superintendent Salary | $271771.00 | -- |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

**Advanced Placement (AP) Courses (School Year 2024–25)**

**Percent of Students in AP Courses** 0 %

| 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* | 0 |

* Where there are student course enrollments of at least one student.

**Professional Development**

In 25-26 we increased the available PD, including 1/2 days most weeks, additional buy-back days and conferences.

| Measure | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 5 | 25 |