CBK Charter
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 School Contact Information

School Name	CBK Charter
Street	3939 Thirteenth Street
City, State, Zip	Riverside, CA 92501
Phone Number	(951) 826-6454
Principal	Theresa Swickla
Email Address	tswickla@rcoe.us
School Website	https://www.cbktoday.org/
Grade Span	9-12
County-District-School (CDS) Code	33103300128397

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

CBK is a WASC accredited independent study school of choice which offers an alternative to a traditional comprehensive school environment. CBK Charter operates 23 sites throughout Riverside County and provides a welcoming and inclusive environment for all students. The independent study setting is well suited to meeting the needs of students who have fallen behind in credits, dropped out, are working or parenting, experiencing mental or physical health challenges, students with disabilities, English Language learners, or any student not functioning well in a comprehensive school environment.

CBK Charter is an alternative school and encourages those interested in our school to review our one-year graduation rate as a

2024-25 School Description and Mission Statement

measure of our school's effectiveness when graduation is within reach. Our CBK Charter serves students that are not always on a four-year trajectory and listed cohort graduation rates can often tell an incomplete story of student successes within our school.

https://www6.cde.ca.gov/californiamodel/GradReport?year=2024&cdcode=&scode=0128397&dass=y

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	166
Grade 10	194
Grade 11	151
Grade 12	90
Total Enrollment	601

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	48.4
Non-Binary	1.2
American Indian or Alaska Native	0.5
Asian	0.3
Black or African American	7.5
Filipino	0.2
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.2
White	11.5
English Learners	15
Foster Youth	1.8
Homeless	4.2
Migrant	0.5
Socioeconomically Disadvantaged	69.9
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

2021-22 Teacher Preparation and Placement

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)	11.00	48.89	385.30	68.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	1.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	53.00	9.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.30	50.22	77.80	13.92	11953.10	4.28
Unknown/Incomplete/NA	0.20	0.89	34.00	6.08	15831.90	5.67
Total Teaching Positions	22.50	100.00	559.20	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.

2022-23 Teacher Preparation and Placement

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)	10.00	43.96	421.50	71.06	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.10	2.72	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	48.70	8.22	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.20	53.85	64.50	10.87	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.20	42.20	7.12	14303.80	5.15
Total Teaching Positions	22.70	100.00	593.20	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	12.50	11.30	12.2
Total Out-of-Field Teachers	12.50	11.30	12.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	12.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The CBK Charter is a dependent charter is not required to have annual textbook adoption cycles. All students are provided 100% of the curriculum necessary and are provided standards based textbooks.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas	Yes	0
Mathematics	McGraw Hill	Yes	0
Science	McGraw Hill	Yes	0
History-Social Science	McGraw Hill	Yes	0
Foreign Language	Savvas	Yes	0
Health	McGraw Hill	Yes	0
Visual and Performing Arts	Multiple Sources	Yes	0

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

School Facility Conditions and Planned Improvements

The CBK Charter classes are located throughout Riverside County at community and youth centers and at Riverside County Office of Education regional learning centers. Several of these sites were built in collaboration with RCOE where county building funds were utilized to build a portion of the school to be used by county classes. In areas where county-owned classrooms or sites do not exist, the county rents space. The RCOE takes great efforts to ensure that all school sites are clean, safe, functional, and provide an environment conducive to student learning. To assist in this effort, site facility inspections are conducted by RCOE staff on a continuous basis. The LEA uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of these surveys are available at the RCOE.

All school sites are maintained and kept in good condition in order to provide an environment conducive to student learning. Custodial services are provided directly by RCOE staff, through private vendors, or by the districts with whom we partner. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

School Facility Conditions and Planned Improvements

The CBK Charter classrooms operated under this County-District-School (CDS) code are located at twenty-two (22) sites and are located at regional learning centers operated and maintained by RCOE staff, or at local school districts and/or community learning centers. The facility department inspected all CBK classrooms during the 2024-2025 school year and confirmed that all sites are clean, safe, functional and in good repair.

Repairs Needed
All CBK Charter sites are maintained on a regular basis and kept in good repair. Sites are checked regularly by site and maintenance staff to ensure safety regulations are met and that all city, state, and federal regulations are met. Repairs and maintenance are performed regularly by RCOE staff, and emergency repairs are conducted immediately upon notification to appropriate staff.

Corrective Actions Taken or Planned
All corrective actions are noted and taken care of within a timely manner.

The following facilities are included in the CDS code assigned to the CBK Charter school:

Arlington Regional Learning Center CBK, Riverside
Betty G. Gibbel Regional Learning Center CBK, San Jacinto
Corona CBK, Corona
David L. Long Regional Learning Center CBK, Murrieta
Desert Hot Springs CBK, Desert Hot Springs
Don F. Kenny Regional Learning Center CBK, Indio
Dr. Milo P. Johnson Center CBK, Banning
Educational Options Center CBK, Riverside
Elsinore Planet Youth CBK, Lake Elsinore
Empower Youth Hemet CBK, California Family Life Center (CFLC), Hemet
Grindstaff CBK, Riverside
Jurupa Valley High School CBK, Jurupa Valley
Mead Valley CBK, Perris
Mecca CBK, Mecca
Moreno Valley Regional Learning Center CBK, Moreno Valley
Palm Springs CBK, Palm Springs
Perris CBK, Perris
Riverside Youth Opportunity Center CBK, Riverside
Rubidoux Youth Opportunity Center CBK, Riverside
School of Career Education CBK, Riverside
Val Verde Regional Learning Center CBK, Perris

Year and month of the most recent FIT report	January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Interior: Interior Surfaces	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.

School Facility Conditions and Planned Improvements

Electrical	X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Safety: Fire Safety, Hazardous Materials	X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Structural: Structural Damage, Roofs	X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	18	36	38	46	47
Mathematics (grades 3-8 and 11)	1	2	22	23	34	35

2023-24 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
All Students	180	174	96.67	3.33	18.39
Female	81	78	96.30	3.70	20.51
Male	98	95	96.94	3.06	16.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	143	141	98.60	1.40	17.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

	15	14	93.33	6.67	21.43
White	15	14	93.33	6.67	21.43
English Learners	22	22	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	131	96.32	3.68	18.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	5.56

2023-24 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	181	179	98.90	1.10	1.69
Female	82	80	97.56	2.44	0.00
Male	98	98	100.00	0.00	3.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	144	100.00	0.00	2.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	0.00
English Learners	22	22	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	136	134	98.53	1.47	2.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.49	16.67	1.96	4.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	36	97.30	2.70	16.67
Female	20	20	100.00	0.00	10.00
Male	14	13	92.86	7.14	15.38
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	27	27	100.00	0.00	7.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	19.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

CBK Charter offers work experience and internship opportunities to parallel the career interests of students and to enhance academic and vocational skills. Work experience opportunities provide students job shadowing experience, internship programs and vocational training opportunities directly supervised by credentialed staff. Students utilize job shadowing, internships, and mentoring to engage them in the application of learned skills and knowledge.

Students enrolled in the CBK program are also offered the opportunity to participate in the YouthBuild program which trains students for jobs in the construction and logistics industries. Students have the opportunity to earn a high school diploma and obtain certification in job skills in the fields of construction and logistics that will qualify them for immediate employment.

CBK Charter students are guided to Career Technical Educational opportunities offered in the Regional Occupational Programs and through online CTE courses. CTE pathways are offered in the area of 21st Century Manufacturing. In 2019, CBK Charter became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway. During the 2020-2021 school year, CBK Charter expanded upon the dual-enrollment to include a History sequence of courses. CBK Charter also offers concurrent enrollment opportunities at selected sites through partnerships with local community colleges. During the 2021-2022 school year, dual enrollment options were expanded to include Macroeconomics. In the 2022-2023 school year Ethnic Studies and Cyber Security were offered as dual enrollment options. Offerings of dual enrollment Cyber Security, Ethnic Studies, and U.S. History continued through the 2024-2025 school year.

2023-24 Career Technical Education Programs

Measurable outcomes for these classes are courses completed, grades and credits earned by students, industry recognized certifications, and completion of CTE pathways and concentration courses.

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

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
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	8

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2022-23 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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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 9	46.0	61.5	61.9	58.7	55.2

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.

2024-25 Opportunities for Parental Involvement

Parents, students, and community partners serve on the CBK School Advisory Council (SAC). The SAC meets quarterly to ensure that CBK addresses the needs, concerns, and expectations of the families and communities of CBK students. The School Advisory Committee makes recommendations to the principal on design and other pertinent requirements of the operations of the school and are active participants in the development of the CBK Local Control Accountability Plan (LCAP).

2024-25 Opportunities for Parental Involvement

Stakeholders interested in serving on the CBK School Advisory Council should email the Principal, Theresa Swickla, tswickla@rcoe.us, or contact her by telephone at (951) 826-6539.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	44.0	53.2	65.1	24.2	35.8	36.9	7.8	8.2	8.9
Graduation Rate	37.3	30.4	34.5	60.2	52.3	56.5	87.0	86.2	86.4

2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	258	89	34.5
Female	111	39	35.1
Male	145	48	33.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	16	8	50.0
Filipino	0	0	0.00
Hispanic or Latino	201	65	32.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	29	10	34.5
English Learners	51	14	27.5
Foster Youth	15	5	33.3
Homeless	34	9	26.5
Socioeconomically Disadvantaged	241	80	33.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	57	20	35.1

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1006	870	311	35.7
Female	485	419	152	36.3
Male	512	443	157	35.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	72	57	23	40.4
Filipino	--	--	--	--
Hispanic or Latino	770	666	237	35.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	25	8	32.0
White	115	100	35	35.0
English Learners	166	152	59	38.8
Foster Youth	32	22	12	54.5
Homeless	55	47	20	42.6
Socioeconomically Disadvantaged	749	675	225	33.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	169	149	59	39.6

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	2.1	2.52	1.84	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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.

2024-25 School Safety Plan

The CBK Charter School Safety plan is updated annually by March 1 of each school year by CBK staff. The plan for the 2024-25 school year was reviewed and updated in December 2024 and is discussed with school administrators and staff at leadership team meetings and site meetings held throughout the year.

2024-25 School Safety Plan

The Safety Plan includes information intended to identify elements and resources important in improving school safety and preventing campus violence throughout the county. The Safety Plan is categorized into assessment data, funding sources, discipline policies and practices, professional development, counseling and guidance, collaboration, programs and strategies, and campus security. Relevant data is reviewed to identify school safety issues (e.g., school crime data, suspensions and expulsions, counseling referrals, law enforcement reports, etc.).

Counseling, guidance, psychological services, and social services are available to all students. Mental health, probation and law enforcement agencies are actively involved in the activities that contribute to improving the safety of the school environment at RCOE. Prevention/intervention programs are used to create a safe drug-free learning environment.

Existing school discipline rules and procedures are reviewed at the beginning of each school year to ensure they address student behavior problems and school safety issues. The rules and the procedures are given to all students and parents upon enrollment explaining codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that students should be dressed appropriately for normal school activities and that students' attire should reflect pride and respect. Health and safety are guidelines to acceptable school attire.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

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				
Mathematics				
Science				
Social Science	2	1		

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				
Mathematics				
Science				
Social Science	15	1		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	$13,566.00	$4,491.00	$11,074.00	$118,928.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

The following programs and services are available to support and assist students enrolled in the CBK Charter school:

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

Programs and services are funded through the following processes:

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,583.00	$54,967.00
Mid-Range Teacher Salary	$84,356.00	$95,160.00
Highest Teacher Salary	$152,283.00	$109,755.00
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$351,240.00	
Superintendent Salary	$339,430.02	
Percent of Budget for Teacher Salaries	31%	
Percent of Budget for Administrative Salaries	9%	

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

CBK teachers participate in more than 82 hours of required professional development each year. Professional development hours include twenty eight (28) hours prior to the beginning of the school year and 56 hours in 1.45 hour blocks each Wednesday afternoon. Teachers also have the opportunity to collaborate an additional 4 hours per month to plan common core based lessons.

Each year, the professional development (PD) plan for the weekly Professional Learning Community (PLC) meetings and the

Professional Development

focused areas of development are determined based on student achievement scores and the goals and actions identified in the CBK Local Control Accountability Plan (LCAP). Two Wednesdays a month, the emphasis is on ELA/ELD and math. The other weeks are dedicated to Technology Integration and Positive Behavior Intervention Strategies (PBIS). The August Summer Institute for Learning and Knowledge (SILK) week is the kick off for the new school year and is structured PD and collaboration.

During the 2018-19 school year and continuing through 2019-20, the focus has been on integrating English Language Development (ELD) and Universal Design for Learning (UDL) instructional strategies across the curriculum, and implementing data collaboration teams. The June 2019 SILK week included a distinct focus on mathematics and UDL strategies. Units for science were also written by teachers during SILK week. Multi-tiered systems of support (MTSS) has also been incorporated into professional learning as a method of school improvement by collaboration within an established framework model that focuses on continuous improvement. Practices for consistency in grading and other means of data collection were shared as well.

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

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

During the 2023 Summer Institute of Learning Knowledge the focus was on student wellness and GLEAM strategies to ensure that lessons are grade level appropriate, equitable, accessible, and meaningful.

During the 2024 Summer Institute of Learning Knowledge the focus was on student wellness, English Learner supports, and new technology platforms that feature artificial intelligence.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0