

# Butterfield Charter High School

900 West Pioneer Ave. • Porterville, CA 93257 • (559) 782-7057 • Grades 9-12

Fernando Carrera, Principal

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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Porterville Unified School District

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Porterville, CA 93257  
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#### District Governing Board

Hayley Buettner  
Pete Lara, Jr.  
Pat Contreras  
Sharon Gill  
David DePaoli  
Richard Morris  
Lillian Durbin

#### District Administration

John Snavelly, Ed.D.  
**Superintendent**

Ken Gibbs, Ed.D.  
**Assistant Superintendent  
Business Services**

Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**

Nate Nelson, Ed.D.  
**Assistant Superintendent  
Human Resources**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (559) 782-7057.

### Principal's Message

Butterfield Charter High School's culture reflects our commitment to student learning. An education requires teamwork. The Butterfield Charter High School staff, teachers, parents and students, continue to communicate clearly and work effectively to enable our students to meet our school-wide goals and objectives. Butterfield Charter High School provides the opportunity for students to develop positive self-concepts and positive attitudes toward school and learning.

Butterfield Charter High offers students an alternative means of education and facilitates the individual needs of our students. Each of our students is offered the means to earn his or her high school diploma through our independent study program.

### Mission Statement

The mission of Butterfield Charter High School is to offer students in grades nine through twelve an alternative approach to learning how to read, write, speak and calculate in order to participate responsibly in the community in the 21st century. Butterfield Charter High School will enable students to become literate, self-motivated, lifelong learners by providing a safe and caring environment through flexible, but structured, individualized instruction. Recognizing the unique and varied needs of each student, the goal is to help all students achieve their highest potential by offering a variety of pathways to a high school diploma and a productive life.

### School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Butterfield Charter High School serves students in grades nine through twelve on a traditional calendar schedule. Butterfield is an Independent Study Program where the students meet with teachers one hour a week. There is also an open lab where students may come in during operating hours to receive additional support.

During the 2012-13 school year, 315 students were enrolled at the school. Student demographics are displayed in the chart.

## Opportunities for Parental Involvement

The belief at Butterfield Charter High School is that meaningful learning must occur in a safe, disciplined, and positive environment. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of the Butterfield Charter High School discipline policy is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through Student and Parent Orientation, parent meetings and are provided a copy of the student handbook.

Butterfield hosts parent meetings twice a year. If students are having attendance problems, discipline issues or their grades start dropping additional parent meetings are scheduled.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Butterfield Charter High School at (559) 782-7057.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	16
Gr. 10	66
Gr. 11	103
Gr. 12	117
<b>Total</b>	<b>303</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	6.3
Asian	1.0
Filipino	0.0
Hispanic or Latino	54.8
Native Hawaiian/Pacific Islander	0.7
White	33.3
Two or More Races	1.3
Socioeconomically Disadvantaged	61.1
English Learners	23.4
Students with Disabilities	7.3

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Butterfield Charter High School. All visitors must sign in at the front desk and receive proper authorization to be on campus.

The School Site Safety Plan was revised in fall 2010 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills, earthquake drills are held twice a year, and secure campus drills are conducted once each year.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English			25			1			1			1
Math			19			2						2
Science			94									2
SS			88									4

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	0.00	0.00	0.33
Expulsions Rate	0.00	0.00	0.00
District	10-11	11-12	12-13
Suspensions Rate	11.96	11.83	7.97
Expulsions Rate	1.03	0.14	0.17

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 11/09/2009

Butterfield Charter High School was established in 2007. The school consists of two classrooms on the Porterville Adult Education campus. The classrooms were completely renovated prior to the establishment of the school. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

#### Cleaning Process

The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	563
Without Full Credential	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93	7
Districtwide		
All Schools	98	2
High-Poverty Schools	98	2
Low-Poverty Schools		

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	300

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,880		\$2,880	\$80,200
District	♦	♦	\$6,336	\$69,248
State	♦	♦	\$5,537	\$68,841
Percent Difference: School Site/District			-54.5	15.8
Percent Difference: School Site/ State			-48.0	16.5

- \* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- \* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** December 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in December 2011, regarding textbooks in use during the 2011-12 school year.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Mathematics</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,106	\$40,933
Mid-Range Teacher Salary	\$63,598	\$65,087
Highest Teacher Salary	\$82,129	\$84,436
Average Principal Salary (ES)	\$123,392	\$106,715
Average Principal Salary (MS)	\$114,481	\$111,205
Average Principal Salary (HS)	\$124,594	\$120,506
Superintendent Salary	\$155,487	\$207,812
Percent of District Budget		
Teacher Salaries	38.9%	39.8%
Administrative Salaries	4.0%	5.1%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Health</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0.0%	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	15	13	16	42	45	42	54	56	55
<b>Math</b>	3	5	2	41	44	41	49	50	50
<b>Science</b>	15	9	13	44	44	44	57	60	59
<b>H-SS</b>	9	4	9	35	37	36	48	49	49

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible. 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.

### 2013 STAR Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	42	41	44	36
All Student at the School	16	2	13	9
Male	14	3	19	14
Female	18	1	8	5
Black or African American				
American Indian or Alaska Native	45			
Asian				
Filipino				
Hispanic or Latino	8	2	7	6
Native Hawaiian/Pacific Islander				
White	29	2	22	9
Two or More Races				
Socioeconomically Disadvantaged	12	1	13	7
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	70	23	-44
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			-91
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	80	-16	
English Learners			
Students with Disabilities			

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	36.4	18.2	

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	1		

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	116	10,065	4,655,989
	API-G	541	742	790
Black or African American	Students	2	41	296,463
	API-G		742	708
American Indian or Alaska Native	Students	9	233	30,394
	API-G		683	743
Asian	Students	2	180	406,527
	API-G		815	906
Filipino	Students	0	93	121,054
	API-G		820	867
Hispanic or Latino	Students	64	7,923	2,438,951
	API-G	510	735	744
Native Hawaiian/Pacific Islander	Students	1	26	25,351
	API-G		655	774
White	Students	37	1,452	1,200,127
	API-G	579	775	853
Two or More Races	Students	1	94	125,025
	API-G		758	824
Socioeconomically Disadvantaged	Students	48	8,452	2,774,640
	API-G	495	730	743
English Learners	Students	29	3,765	1,482,316
	API-G	474	689	721
Students with Disabilities	Students	4	579	527,476
	API-G		494	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	Yes	No

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (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 webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	87	1,226	---
Black or African American	3	12	---
American Indian or Alaska Native	3	18	---
Asian	1	25	---
Filipino		34	---
Hispanic or Latino	39	818	---
Native Hawaiian/Pacific Islander		1	---
White	41	308	---
Two or More Races		4	---
Socioeconomically Disadvantaged	62	856	---
English Learners	16	351	---
Students with Disabilities	4	41	---

### Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	35.00	31.00	31.00
Graduation Rate	41.38	43.90	49.56
District			
Dropout Rate (1-year)	17.80	19.30	16.40
Graduation Rate	83.12	78.07	80.42
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
English-Language Arts	29	22	17
Mathematics	23	17	12
District			
English-Language Arts	46	46	43
Mathematics	51	49	49
English-Language Arts	59	56	57
Mathematics	56	58	60

### Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

\* Where there are student course enrollments.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	23	20	51	36	14
All Students at the School	83	13	5	88	12	
Male	80	17	3	83	17	
Female	85	9	6	93	7	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	89	11		89	11	
Native Hawaiian/Pacific Islander						
White	79	11	11	94	6	
Two or More Races						
Socioeconomically Disadvantaged	87	13		90	10	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Butterfield Charter High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Butterfield Charter High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. During the 2008-09 school year Butterfield Charter High School did not offer any CTE programs.