Butterfield Charter School

900 West Pioneer Ave. • Porterville, CA 93257 • (559) 782-7057 • Grades 9-12
Dawn Crater, Principal
dawncrater@portervilleschools.org
http://butterfield.portervilleschools.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Porterville Unified School District
600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
portervilleschools.org

District Governing Board

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Sharon Gill

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent

Brad Rohrbach, Ed.D.
Assistant Superintendent Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent Instructional Services

Andrew Bukosky, Ed.D.
Assistant Superintendent Human Resources

Principal's Message

Butterfield Charter School's (BCS) culture reflects our commitment to student learning. The Butterfield Charter School staff, teachers, parents and students, continue to communicate clearly and work effectively to ensure our students meet our school-wide goals and objectives. Butterfield Charter School provides the opportunity for students to develop positive self concepts and attitudes toward school and learning while building foundational skills that will lead to a productive life inside and outside the classroom.

Butterfield Charter School offers students an alternative means of education and facilitates the individual needs of our students. Each of our students has the opportunity to earn his or her high school diploma through our independent study program and is encouraged to continue at the local community college, vocational training, or enter the work force.

Mission Statement

The mission of Butterfield Charter School is to offer students an alternative approach to learning in order to be college and/or career ready and prepared to be responsible citizens. BCS assists students in developing literacy, self-motivation, and a desire to be lifelong learners by providing a safe and caring environment through flexible, yet structured, individualized and classroom instruction. The goal is to help all students achieve their highest potential and earn a high school diploma by offering a variety of instructional strategies and support systems, while recognizing the unique and varied needs of each student.

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 14,000 students throughout the community. 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 School serves students on a traditional calendar schedule. Butterfield Charter School is an Independent Study Program where the students meet with teachers one hour per week. There is an open lab, seat based classes, and tutoring where students may come in during operating hours to receive additional support.

During the 2017-2018 school year, Butterfield Charter enrollment reached 611 students.

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	17
Grade 10	53
Grade 11	95
Grade 12	197
Total Enrollment	362

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	4.1
Asian	1.4
Filipino	0.6
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.0
White	21.3
Socioeconomically Disadvantaged	80.1
English Learners	18.0
Students with Disabilities	3.6
Foster Youth	0.3

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 Credentials			
Butterfield Charter School	16-17	17-18	18-19
With Full Credential	13	13	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Butterfield Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 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 August 2018, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Mathematics	Big Ideas Math Brooks/Cole Adopted 2001 CPM Educational Adopted 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 199 **The textbooks listed are from most recent adoption:**　Yes

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	OdysseyWare **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	OdysseyWare **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	OdysseyWare **The textbooks listed are from most recent adoption** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Butterfield Charter High School was established in 2007. The school consists of thirteen classrooms on the Porterville Education Complex. 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 November 2018.

Cleaning Process

The principal works with the custodial staff to ensure that 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 (Most Recent Year) Year and month in which data were collected: November 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 105, 104 Stained Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm 104 Light Out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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, which 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); and

- 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	18.0	16.0	39.0	44.0	48.0	50.0
Math	3.0	2.0	23.0	27.0	37.0	38.0

Table title: **2017-18 CAASPP Results for All Students**

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

Note: 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Table title: **CAASPP Test Results in Science for All Students**

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	128	74	57.81	16.44
Male	55	30	54.55	10.00
Female	73	44	60.27	20.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	90	53	58.89	18.87
White	30	18	60.00	11.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	53	52.48	17.31
English Learners	26	13	50.00	15.38
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	130	63	48.46	1.59
Male	56	26	46.43	3.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	92	44	47.83	2.27
White	30	16	53.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	103	43	41.75	2.33
English Learners	26	11	42.31	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Butterfield hosts School Site Council and ELAC meetings, parent/student transcript reviews, and all parents are invited to volunteer at our events. If students are having attendance problems, discipline issues or their grades drop, an additional parent meeting is scheduled. BCS offers evening events such as Back to School Night, informational meetings, and regular orientations for incoming students and parents to meet counselors and administrators.

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 School at (559) 782-7057.

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.

School Safety Plan
The safety of students and staff is a top priority of Butterfield Charter School. All visitors must sign in and out at the front desk and receive proper authorization to be on campus.

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Director of Operations in conjunctions with the PUSD Safety Committee to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 30 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquake, fire, and lock down drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has a campus supervisor to assist and observe students as well as an assigned School Resource Officer (SRO). BCS is further served by counselors, school psychologists, and family service liaisons.

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 and earthquake drills are held at least twice a year, and secure campus drills are conducted once each year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.25
Other	0
Average Number of Students per Staff Member	
Academic Counselor	380

* 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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	67.0	110.0	31.0	3	1	11				3	3	2
Mathematics	34.0	38.0	20.0	2	2	10				1	1	2
Science	62.0	79.0	31.0	1	1	5				3	3	3
Social Science	79.0	113.0	46.0	1	1	9				4	4	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 rather than grade level.

Professional Development provided for Teachers

2015-16

Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:
- Technology
- Digital Citizenship
- Mandated Reporting
- Bullying Prevention

2016-2017 - Ongoing

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development, curriculum training, and coaches to support the teachers and staff in addition to the weekly on-site professional development.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator.

Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:
- OdysseyWare (online curriculum)
- Aeries (student information system)
- Mandated Reporting
- Bullying Prevention
- Google Educational tools
- Going Paperless (use of scanners, copiers, etc)
- Active Shooter

2017-2018 - Ongoing

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 (Kagan) and teachers are trained in the techniques each year. Teachers attend interest based professional development summits offered by the District quarterly.

Teachers and staff have weekly Monday meetings to complete data chats, training, any weaknesses we need to work on, etc. Wednesday afternoons are set aside for curriculum review and development to ensure alignment to standards. The Fabulous Friday Feedback ends the week with a 30 minute session focused on positive feedback and affirmations from the week.

Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:
- Data evaluation using CDE dashboard
- Illuminate
- Aeries
- Mandated Reporter
- Bullying Prevention
- Heat Related Illnesses
- Blood Born Illnesses
- Work Place Safety
- Renaissance Math

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

2018-2019

- ACE Training
- De-escalation
- Social/Emotional Behavioral
- PLC with California Standards and Frameworks and Curriculum Development

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$41,732	$49,512
Mid-Range Teacher Salary	$76,842	$77,880
Highest Teacher Salary	$99,231	$96,387
Average Principal Salary (ES)	$152,356	$123,139
Average Principal Salary (MS)	$154,641	$129,919
Average Principal Salary (HS)	$167,189	$140,111
Superintendent Salary	$232,323	$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$2,880	0	$2,880	$80,200
District	♦	♦	$6,336	$80,024
State	♦	♦	$7,125	$79,665
Percent Difference: School Site/District			-54.5	4.3
Percent Difference: School Site/ State			-56.2	3.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Butterfield receives Charter funding. Students have the opportunity to receive additional subject specific tutoring, attend college classes on our campus, or take online classes using our online District approved curriculum. BCS students must sign up for tutoring to get the full benefit of one-on-one academic support. Butterfield has three articulated classes through Porterville College and also offers classes taught by college faculty in the evenings. Students have the option to take online classes that will meet their academic needs and college/career interests. This provides students opportunities to take courses we otherwise would not be able to offer in the seat-based program.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Butterfield Charter School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	35.6	39.3	33.9
Graduation Rate	46.6	36.1	33.9
Porterville Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.8	9.9	7.9
Graduation Rate	87.0	86.7	85.4
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	1.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	46.9	89.2	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	50.0	80.5	82.8
Asian	100.0	91.7	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	43.1	89.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	56.8	86.8	92.1
Two or More Races	0.0	87.5	91.2
Socioeconomically Disadvantaged	46.4	88.0	88.6
English Learners	21.4	63.8	56.7
Students with Disabilities	50.0	77.9	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Butterfield Charter 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 have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. During the 2017-2018 school year Butterfield Charter High School did not offer any CTE programs.

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).

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.