

# Butterfield Charter School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [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 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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Butterfield Charter School
<b>Street</b>	900 West Pioneer Ave.
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 782-7057
<b>Principal</b>	Jonathan Farley
<b>Email Address</b>	jfarley5167@portervilleschools.org
<b>School Website</b>	<a href="https://butterfield.portervilleschools.org/">https://butterfield.portervilleschools.org/</a>
<b>County-District-School (CDS) Code</b>	54755230000000

## 2021-22 District Contact Information

<b>District Name</b>	Butterfield Charter School
<b>Phone Number</b>	(559) 793-2400
<b>Superintendent</b>	Nate Nelson, Ed.D.
<b>Email Address</b>	nlnelson@portervilleschools.org
<b>District Website Address</b>	portervilleschools.org

## 2021-22 School Overview

### Principal's Message

Butterfield Charter School is an alternative education school in PUSD. The mission of our WASC Accredited, Alternative and Independent Studies program is to create 21st century learners, who are prepared for life after high school through personalized, student-centered instruction that is focused on academic achievement, life skills, personal wellness, adaptability and being a person of character. We are committed to making academics both personal and relevant for each student. We have incorporated online and blended learning and expanded our direct-instruction (seat based) course offerings to ensure maximum time with teachers who foster students' social and emotional well-being as well as their academic and personal growth.

### 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. Butterfield Charter School 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.

### Community and 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 over 14,000 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, three dependent charter schools, one continuation high school, and one alternative site. Butterfield Charter School serves students in grades kindergarten through twelve on a traditional calendar schedule. Curriculum is standards-based and aligned with PUSD adopted textbooks.

During the 2020-2021 school year, BCS served over 400 students. Students either graduate from BCS, return to their referring campus, or transfer to the adult school to continue toward their goal of earning a high school diploma.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	3
Grade 3	2
Grade 4	2
Grade 5	1
Grade 6	2
Grade 8	1
Grade 9	10
Grade 10	49
Grade 11	87
Grade 12	153
<b>Total Enrollment</b>	<b>314</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58
Male	42
American Indian or Alaska Native	1.9
Asian	2.2
Filipino	0.6
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.5
White	27.1
English Learners	15.6
Foster Youth	1.6
Homeless	0.6
Socioeconomically Disadvantaged	84.7
Students with Disabilities	7.3

## 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

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

### 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)	15.8	74.2	498.1	80.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	27.9	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.5	33.1	5.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	42.4	6.8	12115.8	4.4
Unknown	5.1	24.2	17.8	2.9	18854.3	6.9
<b>Total Teaching Positions</b>	<b>21.4</b>	<b>100.0</b>	<b>619.4</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.3
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.3</b>

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collections -- grades 9 - 12 Houghton Mifflin 2020  My Perspectives Language Arts -- grades 7 - 8 Savvas Learning  Wonders -- grades K - 6 McGraw Hill  Edge -- grades 9 - 12 Hampton Brown  AGS -- grades 7 - 12 Pearson	Yes	0.0%
<b>Mathematics</b>	Big Ideas Math -- grades 6 - 12 Big Ideas Learning	Yes	0.0%

	Consumer Math -- grade 12 AGS Publishing		
	My Math McGraw Hill		
<b>Science</b>	Voyages -- grades 7 - 8 Glencoe McGraw Hill Science Adopted 2004	Yes	0.0%
	Harcourt Series -- grades K - 6		
	McDougal Littell Adopted 2006		
	Prentice Hall Adopted 2009		
	Thomson Learning Adopted 2002		
<b>History-Social Science</b>	McGraw Hill Economics/1999 Glencoe US Government/1999 McDougal Littell/2006	Yes	0.0%

## School Facility Conditions and Planned Improvements

Butterfield Charter High School was established in 2007. The school consists of fifteen classrooms on the Porterville Education Complex. Several of the classrooms were renovated for the 2019-2020 school year. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2020.

### 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.

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

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<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			

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	99	86.09	13.91	18.18
Female	67	56	83.58	16.42	21.43
Male	48	43	89.58	10.42	13.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	65	86.67	13.33	13.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	23	82.14	17.86	26.09
English Learners	15	13	86.67	13.33	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	88	86.27	13.73	19.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	98	85.22	14.78	4.08
Female	67	56	83.58	16.42	5.36
Male	48	42	87.50	12.50	2.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	64	85.33	14.67	3.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	23	82.14	17.86	8.70
English Learners	15	13	86.67	13.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	87	85.29	14.71	4.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	16	9	56	44	44
Female	10	<11 Students	<11 Students	<11 Students	<11 Students
Male	6	<11 Students	<11 Students	<11 Students	<11 Students
American Indian or Alaska Native	1	<11 Students	<11 Students	<11 Students	<11 Students
Asian	0	NA	NA	NA	NA

<b>Black or African American</b>	0	NA	NA	NA	NA
<b>Filipino</b>	0	NA	NA	NA	NA
<b>Hispanic or Latino</b>	9	<11 Students	<11 Students	<11 Students	<11 Students
<b>Native Hawaiian or Pacific Islander</b>	0	NA	NA	NA	NA
<b>Two or More Races</b>	0	NA	NA	NA	NA
<b>White</b>	6	<11 Students	<11 Students	<11 Students	<11 Students
<b>English Learners</b>	0	NA	NA	NA	NA
<b>Foster Youth</b>	2	<11 Students	<11 Students	<11 Students	<11 Students
<b>Homeless</b>	1	<11 Students	<11 Students	<11 Students	<11 Students
<b>Military</b>	0	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	16	9	56	44	44
<b>Students Receiving Migrant Education Services</b>	0	NA	NA	NA	NA
<b>Students with Disabilities</b>	0	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	16	9	56	44	13
<b>Female</b>	10	<11 Students	<11 Students	<11 Students	<11 Students
<b>Male</b>	6	<11 Students	<11 Students	<11 Students	<11 Students
<b>American Indian or Alaska Native</b>	1	<11 Students	<11 Students	<11 Students	<11 Students
<b>Asian</b>	0	NA	NA	NA	NA
<b>Black or African American</b>	0	NA	NA	NA	NA
<b>Filipino</b>	0	NA	NA	NA	NA
<b>Hispanic or Latino</b>	9	<11 Students	<11 Students	<11 Students	<11 Students
<b>Native Hawaiian or Pacific Islander</b>	0	NA	NA	NA	NA
<b>Two or More Races</b>	0	NA	NA	NA	NA
<b>White</b>	6	<11 Students	<11 Students	<11 Students	<11 Students
<b>English Learners</b>	0	NA	NA	NA	NA
<b>Foster Youth</b>	2	<11 Students	<11 Students	<11 Students	<11 Students
<b>Homeless</b>	0	NA	NA	NA	NA
<b>Military</b>	0	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	16	9	56	44	13
<b>Students Receiving Migrant Education Services</b>	0	NA	NA	NA	NA

<b>Students with Disabilities</b>	0	NA	NA	NA	NA
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	247	NT	NT	NT	NT
<b>Female</b>	144	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	169	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	57	NT	NT	NT	NT
<b>English Learners</b>	42	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	203	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	19	NT	NT	NT	NT
<b>Students with Disabilities</b>	18	NT	NT	NT	NT

## 2020-21 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 2020-2021 school year Butterfield Charter High School did not offer any CTE programs. However, BCS is incorporating additional articulated courses with the local community college through which students can earn certification in Child Development and Information Systems.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	33.33
2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, additional parent meetings are scheduled. BCS offers evening events such as Back to School Night, PIQE, and registration and orientation for returning and incoming students and parents to meet counselors and administrators. BCS contracts with Recovery Resources to provide support for students and parents regarding issues that are common in the current education environment (vaping, drug use, alcohol use, etc.). BCS also provides family counseling services with a Licensed Marriage and Family Therapist (LMFT).

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The district's website ([www.portervilleschools.org](http://www.portervilleschools.org)) also provides a variety of helpful resources and information for parents, students, staff, and community members.

#### 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.

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	18.3	7.2	11.0	6.8	7.0	10.6	9.0	8.9	9.4
<b>Graduation Rate</b>	58.8	61.2	72.9	88.1	88.0	85.4	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	181	132	72.9
<b>Female</b>	104	82	78.8
<b>Male</b>	77	50	64.9

<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	123	88	71.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	44	32	72.7
<b>English Learners</b>	39	27	69.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	165	119	72.1
<b>Students Receiving Migrant Education Services</b>	19	13	68.4
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	441	397	335	84.4
<b>Female</b>	241	219	183	83.6
<b>Male</b>	199	177	151	85.3
<b>American Indian or Alaska Native</b>	9	8	8	100.0
<b>Asian</b>	11	9	5	55.6
<b>Black or African American</b>	1	0	0	0.0
<b>Filipino</b>	3	3	3	100.0
<b>Hispanic or Latino</b>	283	258	223	86.4
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.0
<b>Two or More Races</b>	10	9	7	77.8
<b>White</b>	117	104	87	83.7
<b>English Learners</b>	73	59	47	79.7
<b>Foster Youth</b>	10	8	6	75.0
<b>Homeless</b>	3	3	3	100.0
<b>Socioeconomically Disadvantaged</b>	379	342	291	85.1
<b>Students Receiving Migrant Education Services</b>	27	26	22	84.6
<b>Students with Disabilities</b>	35	27	21	77.8

## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	5.04	0.19	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.20	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.24	3.95	2.45
<b>Expulsions</b>	0.00	0.25	0.05

## 2020-21 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
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

## 2021-22 School Safety Plan

The safety of students and staff is a top priority of Butterfield Charter School. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. All visitors must sign in through Raptor, a visitor screening management system.

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 conjunction 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 each Fall. 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 is equipped with cameras and also has campus security 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. We coordinate emergency services, plans, and drills with PMA, Headstart, and Student Nutrition Services which are also housed in the Porterville Education Complex. 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.

## 2021-22 School Safety Plan

In the Fall of 2021 our Safety Plan was reviewed and revised.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	32	8	1	1
Mathematics	22	11		2
Science	22	7		2
Social Science	22	11		3

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	12	3	7
Mathematics	26	9	3	5
Science	26	9		6
Social Science	25	10	1	7

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	24	1	3
Mathematics	13	20	3	1
Science	15	16	1	1
Social Science	16	25	2	4

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	314

## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$2,880	0	\$2,880	\$80,200
<b>District</b>	N/A	N/A	\$6,336	\$85,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	-75.0	-3.5
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-98.3	-5.3

## 2020-21 Types of Services Funded

Butterfield receives Charter funding. In addition to Charter 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,
- Title IV Student Support & Academic Enrichment and
- Title VI - Indian, Native Hawaiian, and Alaska Native Education.

Students have the opportunity to receive additional subject specific academic support, attend college classes, take classes articulated with our local community college, or take online classes using our online District approved curriculum. BCS students must sign up for academic support to get the full benefit of one-on-one academic support. Butterfield has three articulated classes through Porterville College. 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. Funding also supports a behavioral intervention program (Purpose Prep) for students with social-emotional and behavioral needs.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,995	\$52,562
<b>Mid-Range Teacher Salary</b>	\$84,576	\$83,575
<b>Highest Teacher Salary</b>	\$109,219	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$164,960	\$131,875
<b>Average Principal Salary (Middle)</b>	\$173,310	\$137,852
<b>Average Principal Salary (High)</b>	\$183,764	\$150,626
<b>Superintendent Salary</b>	\$246,373	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	5.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	1
<b>Total AP Courses Offered</b>	1

## Professional Development

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 every other year, veteran teachers evaluated every third year or as needed.

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

To further support teacher preparedness, PUSD has early release Wednesdays, so that teachers are able to have grade level, department, and school wide collaboration and staff development. During the past three years, Butterfield Charter School has provided the following staff development opportunities:

### 2019-2020

Teachers and classified staff received training in the following areas:

Supporting Students on an IEP in a General Education setting (certification and classified)  
 Illuminate Education (certificated)  
 Aeries Grade-book (certificated)  
 Cycle of Change (certificated and classified)  
 Supporting Autistic students (classified)

### 2020-2021

Edgenuity Training (certificated)  
 Zoom Training (classified and certificated)  
 Neapod Training (certificated)  
 Kami Training (certificated)  
 Aeries Training (classified and certificated)  
 SEL Training (classified and certificated)  
 Conducting Home Visits (classified)

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5