



# Butterfield Charter High School

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

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<http://butterfield.portervilleschools.org/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
[portervilleschools.org](http://portervilleschools.org)

#### District Governing Board

Hayley Buettner

David DePaoli

Lilian Durbin

Sharon Gill

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

#### District Administration

Ken Gibbs, Ed.D.

**Superintendent**

Nate Nelson, Ed.D.

**Assistant Superintendent**

**Business Services**

Martha Stuemky, Ed.D.

**Assistant Superintendent**

**Instructional Services**

Andrew Bukosky, Ed.D.

**Assistant Superintendent**

**Human Resources**

### School Description

#### Principal's Message

Butterfield Charter High School's (BCHS) culture reflects our commitment to student learning. The Butterfield Charter High 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 High 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 High 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 High School is to offer students in grades six through twelve an alternative approach to learning in order to be college and/or career ready and prepared to be responsible citizens. BCHS assists students to develop 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 13,000 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 High School serves students in grades six through twelve on a traditional calendar schedule. Butterfield Charter High 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 2016-2017 school year, Butterfield Charter enrollment reached 427 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	18
Grade 10	45
Grade 11	110
Grade 12	196
<b>Total Enrollment</b>	<b>369</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	4.9
Asian	0.8
Filipino	0.3
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0
White	22
Two or More Races	0.5
Socioeconomically Disadvantaged	84.8
English Learners	17.6
Students with Disabilities	3.8
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 High School	15-16	16-17	17-18
With Full Credential	7	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Butterfield Charter High School	15-16	16-17	17-18
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Porterville Unified School District held a Public Hearing on August 24, 2017 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 2017, regarding textbooks in use during the 2017-18 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Glencoe/McGraw Hill Adopted 2000  Globe Book Company Adopted 1999  MacMillan/McGraw Hill Adopted 1999  McDougal Littell Adopted 2005  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0.0%</b>
<b>Mathematics</b>	Addison-Wesley Adopted 2003  Brooks/Cole Adopted 2001  CPM Educational Adopted 1999  McDougal Littell Adopted 2006  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0.0%</b>
<b>Science</b>	Glencoe Adopted 2004  McDougal Littell Adopted 2006  Prentice Hall Adopted 2009  Thomson Learning Adopted 2002  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0.0%</b>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Glencoe Adopted 1999  McDougal Littell Adopted 2006  McGraw-Hill Adopted 1999  Prentice Hall Adopted 199  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Foreign Language</b>	OdysseyWare <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Health</b>	OdysseyWare <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Visual and Performing Arts</b>	OdysseyWare <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 three 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 July 2016.

**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: July 20, 2017**

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			

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: July 20, 2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs		X			Roof Leak
<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			

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	2	18	37	39	48	48
Math	4	3	21	23	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	14	17	37	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	83	54	65.1	16.7
Male	39	26	66.7	15.4
Female	44	28	63.6	17.9
Hispanic or Latino	59	38	64.4	13.2
White	15	11	73.3	36.4
Socioeconomically Disadvantaged	57	36	63.2	11.1
English Learners	17	8	47.1	12.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	162	89	54.94	17.98
Male	85	48	56.47	8.33
Female	77	41	53.25	29.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	65	55.08	16.92
White	35	20	57.14	25
Socioeconomically Disadvantaged	133	72	54.14	15.28
English Learners	36	17	47.22	5.88
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 2016-17 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	161	77	47.83	2.6
Male	84	38	45.24	0
Female	77	39	50.65	5.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	56	47.86	1.79
White	35	17	48.57	5.88
Socioeconomically Disadvantaged	132	62	46.97	3.23
English Learners	36	14	38.89	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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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. BCHS offers PIQE classes to involve parents in the preparation of their students for college.

#### 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.

#### 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 High 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 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 March 1 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 lockdown 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 schoolwide 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 yard supervisor to assist and observe students as well as an assigned School Resource Officer (SRO). BCHS is further served by a district social worker and part-time psychologist to provide counseling services.

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	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.00	0.18	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.9	5.6	5.4
Expulsions Rate	0.34	0.30	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.9	0.9	0.9

### 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.

2017-18 Federal Intervention Program		
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		16
Percent of Schools Currently in Program Improvement		80

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	.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)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	99	99	67	2	2	3				2	2	3
Mathematics	80	80	34	1	1	2				2	2	1
Science	65	65	62	2	2	1				2	2	3
Social Science	105	105	79			1				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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

\* 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/).

### 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. BCHS 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 High School	2013-14	2014-15	2015-16
Dropout Rate	35.6	35.6	39.3
Graduation Rate	51.11	46.63	36.07
Porterville Unified School District	2013-14	2014-15	2015-16
Dropout Rate	13.9	10.8	9.9
Graduation Rate	84.29	86.99	86.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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

FY 2015-16 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	\$76,860
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-54.5	4.3
Percent Difference: School Site/ State			-56.2	3.1

\* Cells with ◆ do not require data.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	51.72	87.65	87.11
Black or African American	75	83.33	79.19
American Indian or Alaska Native	50	90.91	80.17
Asian	0	100	94.42
Filipino	50	95.24	93.76
Hispanic or Latino	50.38	88.27	84.58
Native Hawaiian/Pacific Islander	100	60	86.57
White	53.33	83.86	90.99
Two or More Races	0	92.86	90.59
Socioeconomically Disadvantaged	33.33	80.28	63.9
English Learners	34.62	68.71	55.44
Students with Disabilities	49.66	86.92	85.45
Foster Youth	100	100	68.19

**Career Technical Education Programs**

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 2016-2017 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 <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).

**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.