

# BASES Learning Center

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	BASES Learning Center
<b>Street</b>	2775 Yard Street
<b>City, State, Zip</b>	Oroville, Ca. 95966
<b>Phone Number</b>	530-532-5844
<b>Principal</b>	Melanie Quave
<b>Email Address</b>	mquave@bcoe.org
<b>Website</b>	www.bcoe.org
<b>County-District-School (CDS) Code</b>	04-10041-0139493

Entity	Contact Information
District Name	Butte County Office of Education
Phone Number	530-532-5621
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
Website	www.bcoe.org

### School Description and Mission Statement (School Year 2019-20)

BASES Learning Center opened in the fall of the 2019-2020 school year to support students with social-emotional issues or learning challenges at their school of residence rather than at a regional program through Butte County Office of Education (BCOE) or at a non-public school (NPS) campus or residential facility. The program was designed as an alternative to the previous Sierra School NPS, and as such, it is considered to be a more restrictive environment than either the district special day class or the regional program special day class option. BASES Learning Center utilizes the resources of the larger Butte County area community to make it possible for students to stay close to their home school district while receiving an appropriate level of intensive counseling services based on their individual challenges. The ultimate mission of BASES Learning Center is to facilitate the development of social skills within a therapeutic milieu to enable students to be successful in the school setting so that a return to their home school and a more typical educational experience can become a reality.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA
Grade 4	NA
Grade 5	NA
Grade 6	NA
Grade 7	NA
Grade 8	NA
Ungraded Elementary	NA
Grade 9	NA
Grade 10	NA
Grade 11	NA
Grade 12	NA
Ungraded Secondary	NA
Total Enrollment	NA

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	NA
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	NA
Native Hawaiian or Pacific Islander	NA
White	NA
Two or More Races	NA
Socioeconomically Disadvantaged	NA
English Learners	NA
Students with Disabilities	NA
Foster Youth	NA
Homeless	NA

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	NA	NA	1	NA
Without Full Credential	NA	NA	1	NA
Teaching Outside Subject Area of Competence (with full credential)	NA	NA	0	NA

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	NA	NA	0
Total Teacher Misassignments*	NA	NA	0
Vacant Teacher Positions	NA	NA	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 2019-20)

**Year and month in which data were collected:** January 2020

BASES Learning Center serves students from primary grades to 12th grade, and utilizes the textbooks and instructional materials adopted within the elementary and secondary districts within which the school is located, Oroville City Elementary School District and Oroville Union High School District, respectively. Core materials are supplemented by research-based academic curriculum provided through a 1:1 Chromebook program, college and career curriculum, social emotional curriculum, and other resources to support student growth within an educational option created for students with social and emotional challenges. Students attending BASES Learning Center are students with disabilities and trained staff use a variety of methodologies to help them meet IEP goals for academics and more.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Reading Wonders, McGraw-Hill, 2017; 6-8 Mirrors and Windows, EMC, 2016; 9: MyPerspectives English Language Arts 2017; English 9 Honors: MyPerspectives English Language Arts 2017; English 10: MyPerspectives English LanguageArts 2017; English 10 Honors: MyPerspectives English Language Arts 2017; English 11: MyPerspectives English Language Arts 2017; English 12: MyPerspectives English Language Arts 2017; Literature of Controversy: Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003; Literature of Controversy: O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990; AP English Language/Composition: Kaplan AP English Language and Composition, 2013-2014; AP English Literature/Composition: Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998; English Foundations 9-10: AGS Exploring Literature-British Literature, 2007; English Foundations 11-12: AGS Exploring Literature-American Literature, 2007.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>K-5 Everyday Mathematics, McGraw-Hill, 2012; 6-8 Core Connections, CPM, 2013; Math Fundamentals: Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007 Math I Readiness: Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007; Math I: College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013; Honors Math I: College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013; Math II: CPM: Core Connections Integrated II, 2014; Honors Math II: CPM , Core Connections Integrated II, 2014 Honors Math II: CPM, Core Connections Integrated III, 2015; Honors Math II: CPM, Core Connections Algebra 2, 2nd Edition, 2013</p> <p>The Nature of Mathematics: The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012; Precalculus: Precalculus with Limits: A Graphing Approach, 5th Edition, Ron Larson, Robert Hostetler and Bruce Edwards, Houghton Mifflin Company, 2008 AP Calculus: Calculus of a Single Variable, 10th Edition, 2014; Math Foundations I: Consumer Math, Globe Fearon, 2004; Math Foundations I: Basic Mathematics, Pacemaker, 1999; Math Foundations I: Explore Budgeting, Judi Kinney, Attainment, 2012; Math Foundations II: Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>K-6 Houghton-Mifflin Science, 2007; 7 Science Explorer Focus on Life Sci; 8 Science Explorer Focus on Physical Sci, Prentice Hall 2007; Physical Science: Hewitt, P.G., Suchocki, J.A., Hewitt, L.A. Conceptual Physical Science Plus Mastering Physics. 2012; Physical Science Foundations: Concepts and Challenges in Physical Science, Pearson 2009; Bernstein, Schacter, Winkler and Wolf General Biology: What is Life? (2011); J. Phelan. BFW Publishing. General Biology: Glencoe Biology, Alton Biggs, Whitney Crispen Hagins, The McGraw Hill Companies, Inc, 2007; College Prep Biology: Biology Principles and Explorations; Holt, Rinehart, and Winston, 2001; Biology Foundations: Concepts and Challenges in Life Science, Bernstein, Schachter, Winkler and Wolf, Pearson, 2009; Anatomy and Physiology: Human Anatomy &amp; Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. 2016; Chemistry: Chemistry, Wilbaham Staley Matta Waterman, Prentice Hall, 2007; Physics: Physics, Holt, Rinehart and Winston, San Francisco, CA, 2002; AP Physics: Physics (AP Edition), James S. Walker, Prentice Hall, Third Edition, 2006; AP Physics: Physics, Holt, Rinehart and Winston, San Francisco, CA, 2002; AP Physics: College Physics: A Strategic Approach, Knight, Jones, Field, Pearson-Addison-Wesley, 3rd Edition, 2014.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>K-6 Reflections, Harcourt Brace, 2007; 7-8 Discovering Our Past, Glencoe-McGraw Hill, 2006; Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006; Geography Foundations: World Geography and Cultures, Globe Fearon-Pearson Learning Group, 2002; World History: History Alive! World Connections, Teacher Curriculum Institute, 2013; AP European History: Western Civilization. 9th ed. Boston: Wadsworth Publishing, 2015; World History Foundations: World History, Pacemaker, 2007; World History Foundations: World History, AGS, Globe Pearson, 2001; U.S. History: History Alive! Pursuing American Ideals 2013; AP U.S. History: The American Pageant, Houghton Mifflin Publishing, 13th Edition, 2005; U.S. History Foundations: United States History, 4th Edition, Globe Fearon, 2004</p> <p>Principles of Economics: Economics: Principles and Practices, Glencoe, 2005; Principles of Economics: Principles in Action, Prentice Hall, 2005; Economics Foundations: Economics, 3rd Edition, Globe Fearon, 2000; Principles of American Democracy: United States Government: Democracy in Action, Glencoe, 2006; Government Foundations: American Government, 3rd Edition, Globe Fearon, 2000; AP U.S. Government and Politics: Government in America – people, politics and policy, AP Edition, Pearson Education, 2009.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	<p>Discovering French, McDougal-Littell, 2004; Realidades, Prentice Hall, 2004; Spanish I: ¡En Español (Uno), McDougal Littell, 2000; Edition</p> <p>Spanish II: ¡En Español (Dos), McDougal Littell, 2000 Edition Spanish III: Realidades, 2nd Edition, 2011; Spanish III: Encuentros Maravillosos, 2nd Edition, 2011; AP Spanish Language: Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997; AP Spanish Language: Abriendo Paso Lecturas (Provides readings from four of the required authors in the AP Spanish Literature course) Heinle &amp; Heinle, 1995; AP Spanish Language: Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998; AP Spanish Literature: Reflexiones de la Literatura Hispanica, Rodriguez, Pearson, 2013; AP Spanish Literature: Abriendo Paso – Yemas y lecturas, Nadel and Diaz, Pearson, 2014; AP Spanish Literature: Abriendo Paso - Gramatica, Nadel and Diaz, Pearson, 2014.</p>	Yes	0
<b>Health</b>	<p>K-6 Health and Fitness, Harcourt Brace, 2006; 7-8 Decisions in Health, Holt, Rinehart, Winston, 2006; Health/Driver Education: Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, 1999; Health/Driver Education: Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9 Health Foundations: Discover Health, AGS, 2001; Health Foundations: Health, Globe Fearon, Pearson Learning Group, 2003</p>	Yes	0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	All grades: Art Express, Harcourt Brace; 1999; Intro to Art, Glencoe-McGraw Hill, 1999; The Music Connection, Silver-Burdett Ginn, 2000; Art I: The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications Inc., 1991 Art II: Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004 Art II: Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, 1988 Advanced Art: Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W. Porter, Jack Selleck, Davis Publishing, 2000 Ceramics I and II: Experience Clay, Maureen Mackey, Davis Publishing, 2003; Ceramics I and II: Beginning Sculpture, Arthur Williams, Davis Publishing, 2005; Photography I: Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005; Photography II: Beyond Basic Photography: A Technical Manual , Henry Horenstein, Little, Brown and Company, 1977; Digital Photography I: CS-3 Classroom in a Book, 2007; Digital Photography I: Photo and Digital Imaging, 2002; Drama I: Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004; Drama II: Tanner, Fran Avertt, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab science is delivered on the high school campus, and equipment meets state guidelines.	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

BASES Learning Center is on the campus of Eastside Elementary School in Oroville City Elementary School District. The school is currently described as being in "Good" condition on most all indicators of the Facility Inspection Tool. Some upgrades to the campus undertaken in the 2019-2020 school year include new doors and locks, flooring and carpeting, and there are currently plans for a fencing project with the Department of State Architect.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January, 2020

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA
Mathematics (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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
5	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

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

## 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 2019-20)

Because social-emotional issues are often linked to family relationships, the BASES Learning Center Team involves parents and guardians in the therapeutic and educational process, sharing in the responsibility for student progress toward learning and social goals alike. Parents and guardians receive regular communication from school administration and classroom teachers on school calendars and events, and are encouraged to become active participants in the therapeutic process. For parents and guardians who are also working with other community agencies to support their children, it is an expectation that they participate in parent and family counseling sessions if offered. Parents of students at BASES are invited to participate in professional development activities hosted by the Butte County SELPA Community Advisory Committee several times each year.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions				3.2	2.5	2.4	3.6	3.5	3.5
Expulsions				0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

BASES Learning Center has a comprehensive safety plan, which is reviewed and updated annually in January. Staff have input into the process, and as revisions are made, students are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to crisis, and recovery. Specific steps for response to a variety of possible crises is included in the plan. Regularly scheduled drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Safety meetings are held daily as well, to document any safety or behavioral issues and their resolution.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17			2017-18			2018-19				
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Social Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	NA
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	NA
Psychologist	NA
Social Worker	NA
Nurse	NA
Speech/Language/Hearing Specialist	NA
Resource Specialist (non-teaching)	NA
Other	NA

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site			NA	NA
District	N/A	N/A	NA	NA
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	NA	NA
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

BASES Learning Center was opened in August of the 2019-2020 school year, therefore no data is available.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2018-19)

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

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	NA	NA	8

For the 2019-2020 school year, school staff participated in a variety of trainings including LifeSpace Crisis Intervention, WhyTry, instruction in the content area, instruction in IEP development and execution, behavior and data collection, and Crisis Prevention and Intervention. Student needs and IEP systems and processes, as well as safety needs, drive the types of professional development carried out at school and the types of conferences staff need to attend. Teachers, clinicians, behavior staff, and paraprofessionals are supported through implementation and have regular shortened days every two weeks and also daily de-briefs each afternoon.