

# BASES Learning Center

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School 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>School Website</b>	www.buttecountyselpa.org
<b>Grade Span</b>	1-12
<b>County-District-School (CDS) Code</b>	04 10041 0139493

### 2025-26 District Contact Information

<b>District Name</b>	Butte County Office of Education
<b>Phone Number</b>	(530) 532-5650
<b>Superintendent</b>	Mary Sakuma
<b>Email Address</b>	msakuma@bcoe.org
<b>District Website</b>	www.bcoe.org

### 2025-26 School Description and Mission Statement

BASES Learning Center opened in the fall of the 2019-2020 school year to support students with disabilities that affect their behavior and their social-emotional competence.

#### BASES Basics

- We provide the most restrictive school environment in the county for students with disabilities whose behavior and/or lack of social-emotional competence is impeding their academic success.

## 2025-26 School Description and Mission Statement

- Our overall goal is to teach students how to appropriately deal with their emotions and choose positive coping strategies in order to return to a less restrictive environment fully equipped to self-regulate and self-advocate.
- Our program is grounded in positive relationship-building. We focus on strengthening students' social-emotional skills as well as using a behaviorist approach to building competencies.

### BASES Vision

BASES inspires acceptance and support of all persons by collaborating with district and community partners to provide a consistent, compassionate and authentic learning environment in which students are able to consistently grow their social-emotional competence providing a foundation to be successful in all areas of life.

### BASES Mission

- Every day we strive to be a village of educators that:
- Builds relationships with students by providing a structured, consistent and nurturing environment
- Energizes the positive abilities of our students
- Teaches social-emotional and behavior skills to build student resilience
- Facilitates engaging, individualized learning experiences utilizing creativity and play
- Practices continuous staff reflection including transparency with empathy in order to improve our own social-emotional competence and better support our students

BASES utilizes a wide variety of social-emotional programs and curriculum in addition to the regular academics. Some of the programs include, but are not limited to, Nurtured Heart Approach, Life Space Crisis Intervention, Why Try, Pawsitively SEL and Zones of Regulation. Our schoolwide PBIS program includes daily positive reinforcement and behavior incentives as they relate to their IEP goals and other goals set collaboratively with staff. Student progress both academically and behaviorally is tracked each period daily with changes in student progress addressed individually, in counseling, through SEL lessons, or through the IEP process itself. BASES staff is in continuous communication with feeder districts in terms of student progress and likelihood of student success in transitioning to a less restrictive environment.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	3
Grade 7	2
Grade 8	1
Grade 10	3
Grade 11	2
<b>Total Enrollment</b>	<b>11</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	9.1
Male	90.9
American Indian or Alaska Native	9.1
Two or More Races	9.1
White	81.8
Foster Youth	9.1
Homeless	9.1
Socioeconomically Disadvantaged	63.6
Students with Disabilities	100

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.9	33.11	57.3	60.69	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.06	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.5	0.53	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	27.3	28.88	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	66.89	8.3	8.83	15831.9	5.67
<b>Total Teaching Positions</b>	2.9	100	94.5	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0	0	60.9	64.58	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.9	49.75	0.9	1.05	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	50.25	5.3	5.62	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	23.6	24.99	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	3.5	3.73	14303.8	5.15
<b>Total Teaching Positions</b>	1.9	100	94.4	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 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)	0	0	54.5	57.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	100	3.3	3.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	30.7	32.61	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.6	4.91	13705.8	4.91
<b>Total Teaching Positions</b>	<b>1.7</b>	<b>100</b>	<b>94.3</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0.9
Misassignments	0.00	0	0.7
Vacant Positions	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>1</b>	<b>1.7</b>

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	<b>0</b>

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
<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	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

BASES Learning Center serves students in grades 3 through 12. For elementary grades, the center utilizes the state-adopted textbooks and instructional materials provided by the local school district. Students in grades 7–12 use an online platform for core instruction, which has been formally adopted by the local governing board.

All students have access to core materials, which are supplemented by research-based programs. These programs utilize various methodologies necessary to support student intervention and the achievement of IEP goals. Additionally, each student is assigned a 1:1 Chromebook to access online curriculum components and digital resources. Supplemental curriculum is also provided in the areas of college and career readiness, life skills, and social-emotional learning to support student growth and the successful meeting of behavioral and social-emotional IEP goals.

Year and month in which the data were collected

SEPTEMBER 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	3-5 Reading Wonders, McGraw Hill, 2017; 6 The Language of Literature, McDougal Littell, 2002 from state adopted list, 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	0
<b>Mathematics</b>	3-6 Creative Curriculum, Creative Core, TPS 2016 from state adopted list currently being piloted, 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	0
<b>Science</b>	3-6 Houghton Mifflin Science, 2007 from state adopted list; 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker.	0
<b>History-Social Science</b>	3 Social Science, Harcourt, 2009; 4-6 California Vistas, Houghton Mifflin, 2007 from state adopted list; 7-12 Edgenuity, Online platform adopted by local governing board, 7-12 Globe Fearon Pacemaker, MacMillan McGraw Hill Education.	0
<b>Foreign Language</b>	7-12 Edgenuity, Online platform adopted by local governing board.	0
<b>Health</b>	7-12 Edgenuity, Online platform adopted by local governing board.	0

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

## School Facility Conditions and Planned Improvements

BASES Learning Center is located on the campus of Eastside Elementary School within the Oroville City Elementary School District. The school is currently described as being in "good" condition across almost all indicators of the Facility Inspection Tool, which was updated in October 2025.

Significant campus upgrades were completed during the 2019–20 and 2020–21 school years, including the installation of new doors and locks, as well as updates to flooring and carpeting. In the fall of 2020, a full perimeter fence with modernized gates was added to enhance campus security. Additionally, a new playground area was installed in the winter of 2022. With these improvements, we are confident that students at BASES are safe before, during, and after school. The school is regularly cleaned by a professional service, with periodic deep cleanings scheduled throughout the year. Furthermore, there are sufficient classrooms, playgrounds, and staff spaces to support effective teaching and learning.

Year and month of the most recent FIT report

October 2025

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		
<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).

#### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)		0	39	42	47	48
<b>Mathematics</b> (grades 3-8 and 11)		0	26	29	35	37

### 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	5	45.45	54.55	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	5	45.45	54.55	--

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11	5	45.45	54.55	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	5	45.45	54.55	--

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	--	10.53	11.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

While BASES Learning Center is not a comprehensive high school with typical CTE pathway options, students at BASES do receive services through WorkAbility1 as appropriate for their unique needs.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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.

## 2025-26 Opportunities for Parental Involvement

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 through email, Facebook posts, and prerecorded calls. This school year, we have added an app-based communication through ParentSquare in addition to the previously listed communication methods.

All parents and guardians, as well as other community providers, are encouraged to become active participants in the therapeutic process through the Child/Family Team meetings, IEP meetings, and individual Social Work services provided through our BASES Clinician. 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. They can learn more about these opportunities by contacting the school principal, Melanie Quave, at (530)-532-5844 or at [www.buttecountyselpa.org](http://www.buttecountyselpa.org). This year's topics included utilizing the Nurtured Heart approach in the home, as well as understanding the basics of behaviors and

**2025-26 Opportunities for Parental Involvement**

how to appropriately respond at home to escalated behaviors.

## 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--			12.7	27.7	13.3	8.2	8.9	8
Graduation Rate	--			68.8	71.4	73.3	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	27	20	15	75.0
Female	--	--	--	--
Male	25	18	13	72.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	16	13	81.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	23	16	13	81.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	20	15	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
81.48	57.14	62.96	2.64	2.65	2.72	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.7	0	0	0.13	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	62.96	0.00
Female	0.00	0.00
Male	64.00	0.00
Non-Binary	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	75.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	60.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	62.96	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The BASES team reviews and updates its comprehensive School Safety Plan by March 1st of each year for the following year. The safety committee met and approved the 25-26 plan on 3/20/24. For the 2025-26 school year, the BASES team is scheduled to meet on 2/20/26 to review and approve the comprehensive School Site Safety Plan. Every year, BASES reviews and updates the School Safety Plan, including a description of its key elements. Staff and parents have input into the process, and as revisions are made, students are informed of new information or trained in new procedures. The key elements include mitigation and prevention, preparedness, response to crisis, and recovery. Specific steps for response to a variety of possible crises are included in the plan. Regularly scheduled drills are held to teach and reinforce procedures for fire, earthquake, and lockdowns. Safety meetings are routinely held to document any safety issues and their resolutions.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	1	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	1	3	0	0
<b>Other</b>	3	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>6</b>	3	1		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
<b>English Language Arts</b>	0	0	0	0
<b>Mathematics</b>	0	0	0	0
<b>Science</b>	0	0	0	0
<b>Social Science</b>	0	0	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				
Mathematics	6	1		
Science				
Social Science				

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics	10	1		
Science				
Social Science				

## 2024-25 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
Pupils to Academic Counselor	0

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
School Site	\$112,044	\$111,778	\$266	\$45,926
District	N/A	N/A	\$4,892	\$83,325
Percent Difference - School Site and District	N/A	N/A	-179.4	-57.3
State	N/A	N/A	\$18,586	\$101,084
Percent Difference - School Site and State	N/A	N/A	-194.4	-69.8

## Fiscal Year 2024-25 Types of Services Funded

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 and behavioral supports based on their individual challenges. All of the BASES services are funded through direct billing to each district that has students enrolled in our program. We collaborate with school psychologists from districts within the county and provide mental health clinician support for the full school day. We also collaborate with outside counseling agencies through behavioral health and drug rehabilitation professionals if needed, to provide a high level of psychological support to each student at BASES. Because social-emotional issues are often linked to family relationships, BASES involves parents in the therapeutic process, sharing the responsibility for student progress toward learning and social goals alike. Additionally, our school contracts with a Board Certified Behavior Analyst to provide Registered Behavior Technician supervision. We also contract with outside behavior and trauma experts to ensure we are providing a holistic approach to students with disabilities that affect their social-emotional and behavioral growth.

The dynamic, close-knit team at BASES Learning Center collaborates across the school site to support students through

## Fiscal Year 2024-25 Types of Services Funded

communication, compassion, and accountability. The team includes:

- One Credentialed School Principal
- Three Credentialed Teachers
- One Licensed Mental Health Clinician
- Board-Certified Behavior Analyst
- Embedded Counseling and Behavior Supports
- Two Registered Behavior Technicians
- Numerous Paraprofessional Staff
- District Multi-Disciplinary Teams
- SELPA Program Specialist and Director Support
- WorkAbility1 Program Staff
- Mental Health Coordinator and Clinician Supervisor Support
- Contracted Nursing and Custodial Support

This collaborative structure ensures that students receive comprehensive academic, behavioral, and emotional support tailored to their individual needs.

Students who are eligible for services have access to the WorkAbility1 Program on campus and School to Career education. Opportunities available may include: job coaching; resume and interview workshops; interest inventories; career counseling; and paid employment experience.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$48,279	\$54,773
<b>Mid-Range Teacher Salary</b>	\$81,829	\$78,981
<b>Highest Teacher Salary</b>	\$115,378	\$117,337
<b>Average Principal Salary (Elementary)</b>	\$92,421	\$128,425
<b>Average Principal Salary (Middle)</b>	\$84,723	\$137,947
<b>Average Principal Salary (High)</b>	\$90,920	\$138,809
<b>Superintendent Salary</b>	\$232,348	\$176,162
<b>Percent of Budget for Teacher Salaries</b>	3.59%	25.51%
<b>Percent of Budget for Administrative Salaries</b>	3.24%	5.93%

## 2024-25 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>	0
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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.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Student needs, IEP systems and processes, and safety considerations for the school's unique student population drive the focus and selection of professional development and conference participation for staff. Teachers, clinicians, behavior staff, and paraprofessionals are supported through ongoing implementation coaching and a weekly shortened instructional day that allows for structured debriefing, collaboration, and professional development.

During the 2023–24 school year, staff participated in multiple days of professional development focused on Nurtured Heart and the Stress Response Cycle. In addition, through the SELPA, staff engaged in approximately 30 professional development sessions addressing lesson planning, differentiated instruction, IEP writing and facilitation, classroom management strategies, and Universal Design for Learning (UDL). The school psychologist and clinicians also completed additional training in areas including suicide prevention, organizational therapeutic trauma response, strategies for working with defiant and socially maladjusted youth, and Dialectical Behavior Theory training.

In the 2024–25 school year, staff completed required safety training, including CPR and Basic First Aid, Crisis Prevention Intervention (CPI), and Stress Response Cycle training. Staff also collaborated with the broader BCOE community by attending a two-day Come to Pieces training focused on establishing consistent classroom structures for students with disabilities. Ongoing weekly professional development is provided in evidence-based instructional strategies, functions of behavior and behavioral protocols, trauma-informed practices, Nurtured Heart implementation, and strategies for addressing secondary trauma. Additional professional development days are dedicated to individualized interventions aligned with student IEPs, and each semester includes two half-day training sessions focused on targeted areas of need.

In the 2025–26 school year, staff participated in the BCOE Buy Back Day professional development event. Team members attended breakout sessions aligned to their roles and program needs, supporting continued professional growth and application to their work with students.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	46	48	47