

ANNUAL PARENT & STUDENT HANDBOOK



2022-2023

Come Back Butte Charter

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GENERAL INFORMATION

Welcome

Welcome to the 2022-23 school year! All staff extend the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of our schools and program.

In keeping with the policies of Butte County Office of Education (BCOE), it will be the purpose of our school to provide an environment that will promote a positive climate for learning, effective citizenship, and constructive student conduct. Students on school grounds or in places within the school's jurisdiction are expected to abide by the rules and regulations that are established to achieve these objectives.

If you have any questions regarding the information contained in this handbook, please feel free to give the school a call at 530.712.2242.

School Mission Statement

Mission: To ensure students are prepared to succeed in a changing society by supporting and inspiring students to complete their high school diploma or equivalent and transition into employment or higher education.

Vision: Transforming lives through exemplary education and vocational training.

School Address

2350 Lincoln Street
Oroville, CA 95966

School Telephone

(530) 712-2242

Dates to Remember

August 16	First student day
September 5	Labor Day
November 11	Veteran's Day
November 21-25	Thanksgiving Break
December 19-January 2	Winter Break
January 16	Martin Luther King Day
February 17	Lincoln's Birthday
February 20	President's Day
April 10-14	BCOE Spring Break
May 29	Memorial Day
May 31	Last Student Day
June 5	Last Staff Day
June 5	CBBC Graduation Class of 2023

Daily Schedule

Office Hours:

Monday - Friday 8:00-3:30

Computer Lab Hours for student use:

Monday	8:45-3:30
Tuesday	8:45-12:00 Closed at noon for staff professional development
Wednesday	8:45-3:30
Thursday	8:45-3:30
Friday	8:45-3:30

Staff Directory

Come Back Butte Charter School staff can be reached at (530) 712-2242.

Janis Delgado, Principal – ext. 5

Robin Indar, Senior Administrative Assistant – ext. 1

John Patterson, Teacher – ext. 3

Travanti Tate, Teacher – ext. 4

John Howlett, Teacher – ext. 2

Andrea Torres, Transition Specialist – ext. 6

Scott Bailey, Resource Teacher – ext. 7

Lenny Hubbard, School Counselor – ext. 7

Enrollment and Disenrollment

Enrollment

Students seeking enrollment information at Come Back Butte Charter must first visit the Come Back Butte Charter website (www.comeback.bcoe.org) and complete the “Interest Form”. Assigned staff will monitor this regularly and get back to the student to set up an appointment. The youngest aged students served at CBBC are aged sixteen. Sixteen-year-olds must obtain the (2) two-page *District/Probation Referral* form from Come Back Butte Charter and have it completed by their current or last school, or by their probation officer, before enrolling at Come Back Butte Charter.

After completing Student Interest form on CBBC website, the student will receive a phone call to discuss enrollment and then receive an email link to the Aeries online enrollment. After Aeries online enrollment has been completed by the student or parent, the Principal will call the student to set up an enrollment appointment.

For enrollment appointments, the student will meet with a teacher to discuss school procedures, course enrollment, and receive first assignments. The initial enrollment appointment is approximately one (1) hour long. At this appointment, students will meet with their teacher and go over the rules and expectations of teachers and students. Students will have their photo taken for transcripts and will sign a *Master Agreement*. Students will also set up an Aeries Parent Portal account and complete their data confirmation.

Returning CBBC students will review their student data in the Aeries parent portal (students under 18 will have their parents complete this).

Disenrollment

Come Back Butte Charter is a school of choice. Students may choose to transfer to another educational setting at any time.

No Show Disenrollment

The school shall disenroll any student who has failed to attend scheduled meetings or classes without communication after enrollment. Students/parents must contact the teacher at least 3 hours before the scheduled appointment if they need to cancel or change.

In the case of a no show/no contact situation, the following will occur:

- 1) The supervising teacher will attempt to contact the student (18+) or student's parent/guardian (17 & under) within the first three (3) days of the beginning of enrollment, and document attempted phone contacts in Aeries.
- 2) The supervising teacher will attempt to contact the student (18+) or the student's parent/guardian via phone calls to those listed numbers in emergency contacts.
- 3) If on the fourth day, the student has not attended school, the supervising teacher will send a *Failure to Enroll* letter to the last known address. The student will be dropped as a "No Show" in Aeries. "No shows" only happen in the first week of the academic school year.

Disenrollment Based on Inadequate Academic Progress

Overview: California Education Code Section 55749.5 (a)(7)(C) requires monitoring, and notification, if satisfactory educational progress is not being made and will conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program.

If a student fails to comply with the attendance policy, which is shared and signed by the student or parent (if a student is under 18) and teacher during the first enrollment appointment or fails to complete one week's worth of work in any one subject, or its equivalent, in a learning period the following will occur:

- 1) First Occurrence:
 - a. The supervising teacher will attempt to contact the student or the student's parent/guardian (if a student is under 18) at the time of the missed appointment, attempt to reschedule the appointment, and document attempted phone contacts in Aeries.
 - b. If the student or the student's parent/guardian cannot be reached, the supervising teacher will attempt to contact those listed on emergency contacts to reschedule the appointment and document the attempted contact(s) in AERIES.
 - c. If unable to reach the student, the student's parent/guardian (if a student is under 18) or any person listed as an emergency contact to reschedule the appointment:
The teacher will note non-compliance in the student Aeries visitation log. According to the Butte County Office of Education Superintendent's Policy (SP 6158), missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study. When a participating student misses three assignments in a period of twenty (20) school days, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.
 - d. The teacher may increase the frequency of the appointment schedule and/or require daily lab attendance.

- e. The teacher will talk with the student, during the next appointment, and determine interventions necessary to remove barriers to attending appointments, completing assignments, and/or logging onto the curriculum. (For example: attending tutoring sessions, receiving a bus pass or gas card, providing information for mental health support). A Re-engagement meeting may be held with the student, the student's parent/guardian (if a student is under 18), and the Principal to determine the support needed.
 - f. The teacher will send home a Missed Appointment Letter, which states the day and time of missed appointment and gives the day and time of a rescheduled appointment that the student **MUST** attend, or send home a Not Logging On Letter, which states that the student has not been logging onto the online curriculum platform (Edgenuity) and not completing assignments outlined in weekly Learning Plan.
 - g. The teacher will contact the Resource Teacher if the student has an active IEP.
 - h. No attendance will be given for missed work days.
- 2) Second Occurrence, within the same semester:
- a. The student is now truant; the teacher will attempt to contact the student and reschedule an appointment.
 - b. The teacher and Principal will evaluate student progress through Aeries attendance conference log.
 - c. A Reengagement meeting will be held with the student, the student's parent/guardian (if the student is under 18), and the Principal to determine the support needed.
 - d. The teacher will note non-compliance in the student Aeries attendance log.
- 3) Third Occurrence
- a. The supervising teacher will implement all supports designated in the First Occurrence.
 - b. The Principal will send a letter giving five (5) days' notice to the student, or the student's parent/guardian (if a student is under 18) indicating that the student will be disenrolled. This letter includes notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)
 - c. The student will be withdrawn from school and the district of residence will be notified for students under 18. The student or the student's parent/guardian (if a student is under 18) may request an appeal within five (5) working days of the date of notification.
 - d. A special meeting with the Principal, supervising teacher, parent, and the student may be necessary when a parent requests an appeal.
 - e. If the parent fails to respond by the predetermined dis-enrollment date, the student will be withdrawn. The student's exit date will be the last date the student received attendance at school.

Students Inadequate Progress Policy for Students with an IEP:

- 1) Missed Appointment Letters are issued to students, when needed, to alert the student and the parent of the following:
 - a. The student has excessive missed assignments, missed meetings or appointments, and/or lack of proper communication to be in the program which follows Independent Study regulations.
 - b. The personalized learning setting may not be appropriate.
 - c. The personalized learning system of education may be contrary to the best interest of the student.
- 2) Students who have qualified for Special Education services often meet with other certificated professionals in addition to their teachers. All certificated personnel who work with a student must alert

the teacher when assignments are not completed so that the teacher can issue the Truancy Letter to the student.

- a. The teacher must issue a Missed Appointment Letter for a student with an IEP according to the procedures for all students.
 - b. All certificated personnel who work with a student with an IEP must report truancy violations so that the supervising teacher can issue a Missed Appointment Letter according to the procedures for all students.
 - c. After Missed Appointment Letter #2, the Principal/designee must be contacted and an IEP scheduled.
- 3) A Manifestation of Determination IEP will occur before notification of enrollment termination.

After disenrollment, the student/parent can contact the Principal for a reenrollment appointment. It is the goal of Come Back Butte Charter to assist all students to complete their high school diploma or receiving a HiSET certificate. Every student will have the opportunity to discuss reenrollment options.

Handbook Accessibility (print and web)

Available on the website (comeback.bcoe.org) and a paper copy is available at the front office upon request.

BEHAVIOR

School Rules and Discipline

- 1) Students are expected to take care of business (TCB)
- 2) In all instances, students will act so as not to infringe upon the rights of others or to endanger their own or another's private property or person
- 3) Physical violence or the threat of physical violence will not be tolerated on campus or on route to and from campus.
- 4) Students will be considerate in their relationships with students, teachers, and staff
- 5) Students will keep their language, clothing, and gestures respectful and free of profanities and obscenities
- 6) Students will follow all rules and procedures in the Handbook
- 7) Students will keep hands, feet, and objects to themselves, including roughhousing and "playing around"
- 8) Students will follow classroom procedures established by each teacher
- 9) Students will interact appropriately, including avoiding excessive displays of affection
- 10) Students will use kind words
- 11) Students will allow others to learn
- 12) Students will follow staff directions
- 13) Students will respect appropriate boundaries
- 14) Students will refrain from bullying
- 15) Students will respect personal and school property
- 16) Students will keep themselves and others physically safe
- 17) Students will not possess, make or draw pictures of weapons, drugs, or drug paraphernalia
- 18) Students will not possess and/or use illegal drugs, including nicotine, and/or alcohol

The school will notify your student's teacher(s), in confidence, if your student has caused, or attempted to cause, serious bodily injury to another person or has engaged in other behaviors that constitute grounds for suspension or expulsion. The information provided to the teacher(s) will be based on any written records that

the school maintains or receives from a law enforcement agency regarding your student. (Ed. Code § 49079(a)).

Conduct Code Procedures

At the beginning of the school year, the Principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the student/parent. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the Principal of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

- 1) The use of positive behavior supports
- 2) Warnings and reduction of inappropriate behaviors to appropriate on-task behaviors
- 3) Teacher-Parent-Student conference
- 4) Social-emotional learning instruction
- 5) Instruction in pro-social behavior or anger management
- 6) Use of restorative practices
- 7) Referral to counseling
- 8) Convening a Student Study Team (Re-engagement)

Student Expectations

Each student at Come Back Butte Charter is expected to:

- 1) Meet with their teacher in person once per week. If a student is unable to attend this weekly meeting, they are expected to call before the missed appointment and reschedule their appointment
- 2) Arrive at meetings and classes prepared, on time, and ready to learn
- 3) Complete (2) two hours of online work per course
- 4) Complete and turn in school work on time
- 5) Communicate about learning and ask for help when needed
- 6) Share notices and information received from the school with their family if they are under 18
- 7) Stay current on school activities and events which will be posted on our website, flyers at the school as well as announced in teacher/student meetings

Dress and Grooming

As an independent study school, it's recognized that most student learning takes place in the home. As such, Come Back Butte Charter does not regulate student dress in the home. Although, when at a school event clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, religious prejudice, or gang-related activities.

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity of the particular program. - SP 5132

Students can wear sun-protective clothing, including hats, when outside during the school day. Students may also apply sunscreen during the day without a doctor's note or prescription. School districts may develop policies related to sun protective clothing and the use of sunscreen during the school day. (Ed. Code § 35183.5)

Care of School Materials Including Repayment

Because we are an online school, we require each student to sign and adhere to the *BCOE Acceptable Use Agreement*. Students are expected to take care of any technology that is checked out to them and return all items when no longer enrolled.

Misuse of Materials and Technology

Any violation of school policy or rules may result in loss of school-provided access to technology. Additional disciplinary action may be determined in keeping with existing school policies and procedures. When and where applicable, law enforcement agencies may be involved. SP 5125.2

The Butte County Office of Education shall withhold grades, diplomas, or transcripts from any student when school property has been willfully damaged or not returned upon demand. The Principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.

If reparation is not made, the Butte County Office of Education shall afford the student their due process rights in conformance with Education Code.

When a student from whom the Butte County Office of Education is withholding grades, diplomas, or transcripts transfers to a district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The County Superintendent or designee shall notify the parent/guardian in writing that the Butte County Office of Education's decision to withhold grades, diplomas, or transcripts will be enforced by the new district.

The Butte County Office of Education shall withhold grades, diplomas, or transcripts from any student transferring into the Butte County Office of Education whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the Butte County Office of Education shall release these documents.

Student Cell Phones and Personal Items

Any electronic device that disrupts learning is prohibited on the CBBC campus. The use of cellular phones and similar devices is specifically prohibited during program hours unless specifically asked by the instructor to use for instructional purposes. Staff may require a student to stop using their device if it is interfering with the learning process or if it is disrupting others. No taping or recording classes is permitted without instructor approval. This policy includes, but is not limited to, the following devices: radios, tape players, CD players, video recorders, iPods, MP3 players, games, pagers, laser pointers, and cellular phones.

Sexual Harassment

The County Superintendent is committed to maintaining an educational environment that is free from harassment. The County Superintendent prohibits sexual harassment of students by other students, employees, or other

persons, at school or school-sponsored or school-related activities. The County Superintendent also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

- 1) What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
- 2) A clear message that students do not have to endure sexual harassment;
- 3) Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
- 4) Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that they are being or have been subjected to sexual harassment shall immediately contact their teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the Principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the Principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the Principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the non-discrimination coordinator or the Associate Superintendent.

The Principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the Principal or designee finds that sexual harassment occurred, they shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Principal or designee shall also advise the victim of any other remedies that may be available. The Principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, and the entire circumstances of the incident(s) shall be taken into account.

The sexual harassment policy shall be displayed in a prominent location near the school bathroom and included in the student handbook (Title 5 CA CCR 4622, Ed Code § 231.5).

Local agencies are required to notify students, employees, and parents of their written policy prohibiting sexual harassment pursuant to Education Code sections 231.5, 48980(g), 48985. These policies shall include information as to where to obtain specific procedures for reporting charges of sexual harassment and available remedies.

Student Conduct

The County Superintendent believes that all students have the right to a public education in a positive environment, free from disruptions that interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Butte County Office of Education, parents, students, teachers, and the administration be cognizant of their responsibilities related to student conduct.

The County Superintendent or designee is responsible for prescribing rules for the behavior and discipline of the schools under its jurisdiction. The County Superintendent holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines. The Butte County Office of Education shall provide reasonable support to certificated personnel with respect to student conduct and discipline.

Suspension

The following items are illegal to possess on a school campus and could result in suspension:

- 1) Firearms, knives of any kind (including pocket knives), or anything that could be used as a weapon.
- 2) Alcohol, tobacco, or drugs of any kind (prescription medicine, as well as over-the-counter medication, must be stored in the Office). (ED Code 48900 c, h, j)
- 3) Matches, lighters, firecrackers, or other explosives.
- 4) Other disruptive, illegal, or dangerous objects.

The following are not to be possessed on campus:

Squirt guns or toy guns, aerosol cans, large sums of money, valuables of any kind, unsafe or disruptive apparel depicting gangs, gambling, alcohol, drugs or are sexually explicit.

ACADEMICS

Academic Policies

Report Card / IEP Goals Mastery Updates

Report Cards shall provide students and/or parents/guardians with tangible evidence of a student's academic performance. Parents/guardians of special education students shall be provided an IEP Goals Progress Report on the same frequency as general education students.

Regulations Regarding Grades/Evaluation of Student Achievement AR 5121

When a student finishes a grading period doing high-quality work, which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, that they missed, the teacher may lower the student's grade for nonperformance. Students with excessive unexcused absences (6 absences per semester) may be given a failing grade and not receive credit for the course.

With the approval of the Principal or designee, a student may repeat a course in order to raise their grade. The student shall receive credit once for taking the course.

Pass/Fail Grading

With parental approval, students may elect to earn a “Pass” or “Fail” grade instead of an A-F grade in the following courses:

- 1) All courses taken in the Alternative Education Program;
- 2) All courses taken in the Special Education Program;
- 3) 9-12th grade non-college preparatory courses taken in summer school.

Students who receive a “Pass” grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors. Students who receive a “Fail” grade will not receive credit for taking the course. Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the Principal or designee.

Students with Disabilities and/or Section 504 Plan

Eligible students with disabilities shall have annual reviews of student achievement in accordance with federal and state laws. The Associate Superintendent shall establish and evaluate the program progress and grading systems. The Associate Superintendent shall ensure that student grades and progress reports conform to this system. Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability.

The County Superintendent and/or designee shall ensure that the Section 504 regulations are met by adhering to the following: annually attempt to identify and locate all students with disabilities; provide a free and appropriate public education; ensure that students with disabilities are educated with non-disabled students to the maximum extent appropriate; establish nondiscriminatory evaluation and placement procedures; establish procedural safeguards; ensure students with disabilities the equal opportunity to participate in non-academic and extracurricular services and activities.

Challenging Courses by Examination – SP6155

The County Superintendent recognizes that there is a need to allow high school students to challenge a given course by examination for grade and credit in order to accelerate progress towards graduation and to achieve more flexibility in the selection of electives. This opportunity will permit a student to enroll in courses best suited to their educational objectives.

The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level that indicates mastery of the content and/or a reasonable chance for success in the next higher course.

Academic Integrity

In order to achieve the goal of academic integrity, Come Back Butte Charter has established clear guidelines and consequences.

Having academic integrity means valuing and demonstrating positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creations and opinions of others (i.e., intellectual property)

All members of the school community have responsibilities relating to academic integrity detailed in the table below:

Student Responsibilities

- Homework is done on time and on your own
- Ask for help from teachers
- Surround yourself with a positive environment
- Use good time management: balance school work with extracurricular activities
- Do not cheat or get involved in any form of plagiarism
- Take pride in your work
- Actively participate in class and ask questions
- Come to school
- Help peers prevent and avoid cheating
- Do not share work with other students
- Review Academic Integrity Policy with parents/guardians

Parental Responsibilities

- Communicate to the student values of moral and ethical behavior
- Support the student's efforts, but do not edit, type, or in any other way do their work
- Encourage good management of time
- Encourage the highest standards of academic behavior from the students and their peers
- Certify agreement and acknowledge the policy when registering students for school yearly

Teacher Responsibilities

- Be precise about expectations for students by clearly stating the Academic Integrity Policy, orally and in writing
- Review the Academic Integrity Policy with students and communicate the range of consequences for Academic Integrity violations to the students
- Address the use of study aids in coursework
- Clearly specify when collaboration with other students is permitted on an assignment
- Review student work regularly for violations of the Academic Integrity Policy
- Report violations of the Academic Integrity Policy regarding your own class assignments to an administrator for a determination of next steps. Teacher discretion may be used.
- Review the policy at the opening of orientation and parent-teacher meetings
- Report violations of the Academic Integrity Policy regarding another teacher's class assignments to that teacher (i.e., when an English teacher observes students copying math homework in English class, the English teacher should report that to the math teacher)
- Protect passwords and gradebook access
- Do not allow anyone else access to passwords, Aeries gradebooks, or other confidential material

Administrator/Principal Responsibilities

- Include the Academic Integrity Policy in the Student Handbook
- Support teachers in administering discipline and upholding the CBBC and BCOE Academic Integrity Policy
- Train new teachers in how to apply the Academic Integrity Policy
- Record incidents/follow-up action in Aeries; inform teachers about the outcome of referrals
- Facilitate conferences and counsel students in each case of academic dishonesty
- Collaborate with teachers to maintain a secure digital and physical environment
- Review and resolve appeals

Consequences for Violations

Come Back Butte Charter considers violations of its Academic Integrity Policy to be serious offenses and has therefore instituted the following consequences. The consequences apply on a schoolwide basis, i.e., a violation in one class follows a student to another class or subject matter within CBBC and are cumulative for all the years a student is enrolled at Come Back Butte Charter.

Violations and Consequences

Category A Violations include, but are not limited to:

- Claiming credit for work in a group project when work was done by others.
- Copying any minor assignment, such as a one-night homework assignment (not including quizzes, tests, or essays) assigned to be done independently. If it is not clear which student did the original work, and which student copied the work, both are guilty of a Category A violation.
- Collaboration on a minor assignment in a manner inconsistent with explicit and implicit expectations of the assignment for individual work.
- Sharing work on a minor assignment with another student with the reasonable expectation and intention that the other student might plagiarize that work.

Category A Consequences include:

- The student receives a zero on the assignment.
- Teacher notifies parents (students under 18) via email, phone call, or at a teacher-parent meeting.
- Teacher notifies Principal.
- Teacher or Principal logs offense in Aeries and meets with the student to review the Academic Integrity Policy.
- The teacher may require the student to redo the assignment and the teacher can award partial credit.

Category B Violations include, but are not limited to:

- Any violation on a major assignment (such as tests, quizzes, labs, projects, essays, assignments requiring multiple days to complete, etc.) that is inconsistent with the descriptions set forth in the Category A violations above.
- Submitting plagiarized work, (other than copying a minor assignment as defined in Category A). In the case of work plagiarized between students, if it is not clear which student did the original work, and which student plagiarized the work, both students are guilty of a Category B violation.
- Looking at another student's work or paper during an exam, test, or quiz.
- Talking to or communicating with another student during an exam, test, or quiz.
- Using any unauthorized material or device during an exam, test, or quiz.
- Giving or receiving quiz or test information, in any form, to or from students in other periods of the same course or from previous school years.
- Lying or deception about completion or submission of work (i.e. telling a teacher they "lost" work never turned in).

Core and Elective Courses

English (Grade 9)

This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis, and interpretation. Students will read excerpts covering several genres: short story, non-fiction, poetry, dramatic literature, and epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development, and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 10)

This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis, and interpretation. Students will read excerpts covering several genres: short story, non-fiction, poetry, dramatic literature, and epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 11)

This is a core English class for students taking their third year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards-aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning, and thought.

English (Grade 12)

This is a core English class for students taking their fourth year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards-aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning, and thought.

Math Foundation

This math course focuses on algebraic and numerical skills in the context of applications and problem solving to prepare for success in future math courses.

Business Math

Math with Business Applications is a comprehensive course that covers all the skills students need to manage their personal finances and excel at their first job and in everyday life. The course is presented in three parts that takes students from basic math concepts to sophisticated financial strategies. Part one, Basic Math Skills reviews fundamental math operations, Part two, Personal Finance teaches money management skills, and Part three, Business Math provides a thorough primer on higher-level math applications as they are applied to launching and running a business. California State Standards in Algebra 1 are embedded throughout the course.

Math Readiness

This course emphasizes the understanding of mathematic concepts rather than just memorizing procedures.

Algebra 1

Algebra 1 is a yearlong comprehensive Algebra course that covers all California State Standards for Algebra with special attention focused on frequently recurring standards found in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce and reinforce Algebra concepts including vocabulary review and clarification, warm-up exercises, and student practice exercises.

Geometry

Geometry is a year-long comprehensive course that covers all 22 California State Standards for Geometry with special attention focused on concepts and standards addressed in the California Common Core State

Standards. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce geometry concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, and use of technology.

Integrated Math I

Integrated Math I is the first of three mathematics courses required for college entrance. The course content includes functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; numbers; logic; and language. The course emphasizes mathematical reasoning, problem-solving, and communication through the integration of the various strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes algebra.

Integrated Math II

Integrated Math II is the second of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Integrated Mathematics Course I. In addition to the further development of the strands with connections and applications, this course emphasizes unifying ideas such as mathematical modeling and argumentation, variation, algorithmic thinking, and multiple representations. The course emphasizes geometry.

Integrated Math III

Integrated Math III is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance.

PE 1

This general physical education course develops skills through some of the following activities: team, individual, dual, recreational sports, or fitness and conditioning activities.

PE 2

This general physical education course develops skills through some of the following activities: team, individual, dual, recreational sports, or fitness and conditioning activities.

Health

Students enrolled in Health will be exposed to many aspects necessary to lead a healthy life. Students will: (1) understand how to enhance and maintain their health and well-being; (2) understand behaviors that prevent disease and speed illness recovery; (3) understand behaviors to reduce the risk of becoming involved in potentially dangerous situations; (4) understand how to take a positive, active role in promoting the health of their families; (5) understand how to promote positive health practices within the school and community including how to cultivate positive relationships with their peers; (6) understand the variety of physical, mental, emotional and social changes that occur throughout life; (7) understand and accept individual differences in growth and development; (8) understand their developing sexuality and (9) identify information and products and services that may be helpful or harmful to their health.

Biology

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This yearlong course encompasses traditional concepts in biology and encourages the exploration of new discoveries in this field of science. The components include biochemistry,

cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology

Physical Science

This course covers the structure and state of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical/chemical interactions.

Earth Science

Earth Science is a year-long course that addresses the California State Standards for grades 9-12. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce earth science concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, hands-on labs, and use of technology.

Life Science

Life Science is a year-long course that addresses the California State Standards for grades 9-12. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce life science concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, hands-on labs, and use of technology.

Economics

The course structure presents comprehensive coverage of basic, economic concepts. It is designed thematically to cover macroeconomic principles and systems and the many current and relevant microeconomic issues. Students will analyze, interpret and practice a variety of economic principles throughout the course. This course allows students to understand the California standards using a variety of activities and resources. It is directly aligned with the California Standards Framework.

Government and Civics

This semester-long course covers the principles and origins of American Government with a concentration on all three branches of government, state, and local governments, and differences in other types of governments. The course is based on California State Standards and incorporates various activities and instruction for various student learning styles and abilities.

US History

This course starts with the events that bring forth the enlightened ideals that become the U.S. Constitution and the story of the people who were born and journeyed to live under this evolving contract. It further reviews the tests on the federal government during the expansion of the country and The Civil War. It reviews the actions toward the Native peoples and Immigrants, and the results of industrialization and isolationism. The course continues through two world wars and The Great Depression. It tracks the serious nature of the nuclear age and the Cold War and moves through the current technological revolution and all realities that it created.

World History

The instructional structure presents a clear and comprehensive coverage of world history. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. It encourages active reading and learning for students of all reading levels. It allows students the chance to grasp the California standards using a variety of activities and resources. It provides understanding and the opportunity for interpretation of all views of important events in history. It is directly aligned with the California standards framework.

Art History

Visual Art is a survey course that emphasizes the development of artistic perceptual skills, visual arts vocabulary, creative expression, and communication through original works of art. The historical/cultural role and development of visual arts is also presented. This course presents an integrated, chronological approach to the study of art, Art in Focus demonstrates the interrelationships of aesthetics, art criticism, art history, and studio art.

Drawing

This course provides a foundation in drawing using a variety of media and techniques in both black and white and color. The course emphasizes observation and interpretation of the visual environment, life drawing, and drawing from the imagination. Included are the application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

Fundamental Art

Visual Art is a survey course that emphasizes the development of artistic perceptual skills, visual arts vocabulary, creative expression, and communication through original works of art. The historical/cultural role and development of visual arts are also presented. Visual Art integrates lessons in Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation to form a comprehensive approach to art that helps every student - regardless of their learning style - think more creatively, make better decisions, and even learn the art of self-discipline.

ELECTIVE COURSES

Elective PE

Health Ed 2

Life Skills

Psychology

This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.

Career Ed Tech

Digital Art

Digital Art focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Study Skills

This test preparation course effectively prepares students for all sections of the High School Equivalency Test or HiSET. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. A diagnostic assessment at the beginning of each strand is used to target areas

of opportunity. Students are prescribed individualized paths of study and provided instructional content for review including video-based instruction by highly-qualified teachers, interactive assignments, and regular assessment opportunities to track progress. A post-test at the end of each strand ensures that students master the content.

Homework, Make-up Work, Extra Credit

Homework – AR 6154

CBBC is a non-classroom-based online Independent Study program. All classwork can be completed from home and/or students may access the learning lab during school hours to complete coursework. Missed assignments must be made up by the next scheduled appointment. Extra credit may be earned by students at any time that their assigned work for the week is completed. Students can work ahead at their own pace to earn additional credits.

Make-Up Work

The student is responsible for picking up all assignments missed from any excused time away from school. The teacher will determine the timeline for completion of make-up work and full and/or partial credit.

Extra Credit

Extra credit work will be available to all students. The teacher will determine the timeline for completion of extra credit work and the effect of extra credit work on performance.

Graduation Requirements

CBBC Graduation Requirements

Prescribed Course of Study	Come Back Butte Charter
Subject Area	Credits
English 9	10
English 10	10
English 11	10
English 12	10
* Math	20
Fine Arts or Foreign Language	10
World History/Geography	10
US History	10

US Government	5
Economics	5
Life Science	10
Physical Science	10
PE	20
Electives (EL)	40
Total	180

High School/Graduation Requirements – Curriculum used at CBBC meets all state standards. Subjects taught include English, Life Skills, World History, United States History, Economics, Civics, Fine Arts, Physical Education, Integrated Math (Algebra), Life Science, and Physical Science. Students must earn a total of 180 credits to earn a high school diploma. Students who transfer to CBBC with 180 or more credits must earn a minimum of 10 credits at CBBC to receive a high school diploma. High school students in grades 9-12 receive credits for courses passed, and credits are transferable to other high schools. (* Math includes 10 Algebra credits and 10 Math credits)

State and Local Assessments

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all of the CAASPP assessments.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer-adaptive assessments are aligned with the California State Standards. English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills in the Science and Engineering

Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks is based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks.

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student’s level of ELP.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offers a degree of defense against diseases that come from inactivity.

Local Assessments

CBBC students participate in three local assessment administrations throughout each year to assess students’ growth and provide intervention. Local assessments include reading, writing, and mathematics. Local assessments are part of the educational program and are required to ensure educational access and benefit.

Grades and Repeating Classes

Grading

Grades are one of the assessment tools used to report to parents/guardians the student’s progress in all subject areas. Grades are based on standards of performance designated for each grade level. Grades are based on points earned for daily assignments, quizzes, projects and tests. Grades will reflect the following percentages of points:

95% to 100%	=	A	90% to 94%	=	A-
87% to 89%	=	B+	83% to 86%	=	B

80% to 82%	=	B-	77% to 79%	=	C+
73% to 76%	=	C	70% to 72%	=	C-
67% to 69%	=	D+	63% to 66%	=	D
60% to 62%	=	D-	Below 60%	=	F

Repeated Classes

With the approval of the Principal or designee, a student may repeat a course to raise their grade. The student shall receive credit only for taking the course once.

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

The Principal and staff support students when setting up an Individualized Learning Plan (ILP). Post-graduation guidance is provided by the CBBC Transition Specialist.

Medical and Medication

Administration

Parents may request assistance in administering medication to the student during school hours. Such assistance requires written authorization and that of a physician, surgeon, or physician assistant detailing the method, amount, and time schedules for taking the medication. (Ed. Code §§ 49423 and 48980 and 5CCR §§600-611.)

Continuing Medication Regimen

Parents/guardians have the obligation to notify appropriate school personnel (e.g., school nurse or designated employee) of the student's continuing medication regimen for a non-episodic condition. With parental consent, the school nurse may communicate with the student's physician and may counsel school personnel regarding the possible effects of the drug on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. (Ed. Code § 49480.)

Auto-Injectable Epinephrine / Inhaled Asthma Medication

You may provide a written statement to the school district allowing your student to carry and self-administer auto-injectable epinephrine and/or inhaled asthma medication. A physician or surgeon's statement confirming that your student is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration must also accompany the request. In the case of auto-injectable epinephrine, a physician assistant may also provide this written statement. The parent, foster-parent or guardian must also: (1) consent in writing to the self-administration; (2) provide a release for the school nurse or other designated school personnel allowing them to consult with the student's physician; and (3) agree to release the district and school personnel from civil liability in the event of an adverse reaction to the medication. These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. Students may be subject to disciplinary action pursuant to Education Code section 48900 for using auto-injectable epinephrine or inhaled asthma medication in a non-prescribed manner. (Ed. Code §§ 48980, 49414, 49423, 49423.1.)

Anti-Seizure Medication

Parents of a student with epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a nurse is not available. Upon receipt of the parent's request, the school district must notify the parent that their student may qualify for an individualized education program or a Section 504 plan. (Ed. Code § 49423.)

Confidential Medical Services

School authorities will notify students in grades 9 to 12 that they may be excused from school for the purpose of obtaining confidential medical services without your consent. (Ed. Code § 46010.1.)

Comprehensive Sexual Health & HIV/AIDS Instruction

Each year, schools are required to offer a course of study on Sexual Health at least once in high school grades 9-12. Sexual Health Education instruction content must meet the requirements of Education Code section 51933.

Parents/guardians have the right to be informed, in writing, of comprehensive sexual health education and HIV prevention education and research on student health behaviors planned for the coming year. The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

Parents/guardians have a right to request copies of Education Code sections 51930-51939. Comprehensive sexual health education and HIV prevention education may be taught by school district/COE personnel or by outside consultants. The district may provide comprehensive sexual health education and HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers. The use of outside consultants or guest speakers is within the discretion of the school district.

Parents/guardians have a right to request in writing that your student be excused from all or part of any comprehensive sexual health education, HIV prevention education, or assessments related to that education. If a school receives a written request from the parent or guardian excusing a student from this instruction, the student may not be subject to disciplinary action, academic penalty, or other sanctions and an alternative educational activity must be made available to the student. This notice does not apply to human reproductive organs which may appear in physiology, biology, zoology, general science, personal hygiene, or health textbooks, adopted pursuant to law. [Note: if arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction.] (Ed. Code §§ 51930-51939 and 48980.)

Suicide Prevention

School sites shall make information available to students, parents, and caregivers about:

- 1) The prevalence of suicide and suicide attempts among youth
- 2) The risk factors, warning signs of suicide, and protective factors
- 3) How to respond when they recognize their student or another youth is at risk
- 4) Where to turn for help in the community

Come Back Butte Charter communicates community support on the school website and in the Appendix of this handbook.

Married, Pregnant, and Parenting Students

Come Back Butte Charter works to provide a safe school environment that allows all students equal access and opportunities to our program, services, and activities. CBBC supports all married, pregnant, and parenting students to continue their education and attain strong academic skills.

CBBC shall provide reasonable accommodations to a lactating pupil to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

The student will have:

- Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- Reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use. (EC Section 222(a)(e))

Food Services

In alignment with charter law, Come Back Butte Charter does not provide food services as students are not required to be on campus for two (2) or more hours at a time. However, should a student be required by a member of Come Back Butte Charter staff to stay on campus for more than two (2) hours, a meal shall be provided to the student.

SAFETY

Data and Student Privacy

The County Superintendent respects the rights of students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. The County Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- 1) College or other postsecondary education recruitment or military recruitment
- 2) Book clubs, magazines, and programs providing access to low-cost literary products
- 3) Curriculum and instructional materials used by elementary and secondary schools
- 4) Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students [or to generate other statistically useful data for the purpose of securing

such tests and assessments] and the subsequent analysis and public release of the aggregate data from such tests and assessments

- 5) The sale by students of products or services to raise funds for school-related or education-related activities
- 6) Student recognition programs

The County Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including their name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose. The County Superintendent or designee shall consult with adult students or parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following:

- 1) Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose
- 2) Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families
- 3) The rights of adult students or parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
 - a. Survey instruments requesting information about their personal beliefs and practices or those of their students
 - b. Instructional materials used as part of their student's educational curriculum
 - c. Instruments used in the collection of personal information for the purpose of marketing or sale
- 4) Any non-emergency physical examinations or screenings that the school may administer

The County Superintendent or designee shall notify adult students or parents/guardians of the adoption or continued use of Butte County Office of Education's Superintendent's Policy and Administrative Regulations pertaining to the rights specified in items #1-4 above.

Surveys Requesting Information about Beliefs and Practices: A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following:

- 1) Political affiliations or beliefs of the student or their parent/guardian
- 2) Mental or psychological problems of the student or their family
- 3) Sexual behavior or attitudes or personal beliefs and practices in family life or morality
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior
- 5) Critical appraisals of other individuals with whom the student has close family relationships
- 6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
- 7) Religious practices, affiliations, or beliefs of the student or their parent/guardian
- 8) Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

If a student participates in such a survey requesting information about personal beliefs and practices, school officials and staff members shall not request or disclose the student's identity. Notwithstanding the above

requirements for prior written consent, the district may administer to students in grades 9-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their student not participate. If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions.

Emergency Procedures

Butte County Office of Education is committed to providing safe, secure, and nurturing environments for students, families, and employees. BCOE last revised its Comprehensive School Safety Plan for all BCOE schools/programs in 2022 and has adopted this plan for the 2022/2023 school year. The plan includes all state mandated components to be included in a school safety plan, an extensive incident command and response section, tactical considerations with first responder input, and is referenced in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256. The Comprehensive School Safety Plan is reviewed, updated, and adopted by each school within BCOE, each year, as part of BCOE's overall school safety program.

Our schools practice regular drills as required by the state such as earthquake and fire drills, in addition to best practice preparedness drills such as lockdown, shelter, and evacuate. All staff are trained to be proficient in knowing what to do during an emergency and when to do it, ensuring the safest environment possible for our school community. BCOE's school safety program includes plans to communicate with parents/guardians, to reunite students with parents/guardians after an emergency event occurs, and to keep students safe until reunification is achieved. BCOE works closely with local first responder agencies as well as the County of Butte to ensure timely response and assistance when needed.

Come Back Butte Charter School welcomes community input and always look for ways to improve the safety of our schools. Members of the community may feel free to contact the school to share thoughts and suggestions on identified ways to improve school safety.

Annually, BCOE school staff complete online trainings in required areas.

At a minimum, all our policies and procedures comply with all state and federal laws related to:

Documenting immunizations of new students

Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter

Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire

Developing emergency-response procedures

Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens

Assuring staff are trained and implement mandated child abuse reporting that conforms to current law

Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent

The adoption of a suicide prevention policy and training for staff

Assuring that school buildings meet Fire Marshall approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements

Establishing the school as a drug, alcohol and tobacco free workplace

Maintaining annually reviewed Site Safety Plans

Compliance with the Americans with Disabilities Act

Emergency Action	Voice Signal	What to Do
Imminent Danger (Threat)	"THREAT ON CAMPUS"	If the location of the threat is known, quickly move all students away from threat and find cover. Have students lie flat on the ground if it is not possible to move away. If the location of the threat is unknown, retreat to where you can shelter students (lock doors from inside if possible).
Earthquake	"Duck, Cover, Hold"	Duck to knees underneath tables or desks away from windows, with both hands holding a desk or table leg.
Emergency Situations: Fire Evacuation/Relocation Bomb Emergency Chemical Spill	"Evacuate Building"	Move students and staff, in an orderly fashion, to an outside area of safety.
Drop & Take Cover	"Drop and Take Cover"	Drop means that students and staff are to immediately take a protective position under desks or tables. Take Cover, means to take shelter

All Clear	"All Clear"	May return to building
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Comprehensive School Safety Plan

All BCOE schools have in place a "Comprehensive Safe School Plan" for school safety, which is available for review by parents and students at the school site. Additionally, all BCOE schools report on the status of the school safety plan, including a description of its key elements in the annual School Accountability Report Card. "School Safety Plans" are to be implemented throughout the year and are to be reviewed by all school site councils by March of each school year.

Volunteers and Visitors

School visitors and observers should make appointments in advance, with the exception of parents visiting their own student. Parents are encouraged to also notify schools of intended visits. Classes operated at district sites will follow the school site visitation sign-in procedures. Program administrators will notify parents in writing annually of the program visitation policy and procedures. SP 6116

The Butte County Board of Education recognizes that parents/guardians are their student's first and most influential teachers and that sustained parent involvement in the education of their student contributes greatly to student achievement and a positive school environment. The County Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parent volunteers are always encouraged on campus. Any parent who wants to volunteer on a regular basis must have fingerprints on file with the Butte County Office of Education. Parent volunteers must be approved by their student's teacher as well as the school administrator.

Field Trips and Transportation of Students

Butte County Office of Education shall provide transportation (as compared to the transportation offered to non-homeless students) for a homeless student who is enrolled in a Butte County Office of Education school, to and from their school of origin if the parent/guardian requests that such transportation is provided. If the student moves outside the county boundaries but continues to attend their school of origin, the County Superintendent or designee shall consult with the Superintendent of the District in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

Student Injuries

Reporting Student Accidents

Student accidents should be reported immediately. If a pattern of student accidents or injury is suspected by a Butte County Office of Education staff person, a review of incidents may be conducted to determine the cause of the reoccurrence. Immediately following an accident and following any necessary medical attention, the County Superintendent directs that the following steps be taken:

- 1) Employee immediately reports a student accident or injury to program administrator and risk management.

- 2) Employee completes a Student Accident Report and forwards it to the program administrator on the day of the incident unless there are extenuating circumstances. All pertinent facts and information should be included in the report.
- 3) Risk management forwards a copy of the report to the County Superintendent or designee for any serious student accident. Program administrator may request an investigation of the incident.

See Accident/Incident Reporting form in Appendix.

Annual School Climate Survey

The School Climate Survey is an anonymous survey used to identify school climate issues within our school. Parents/guardians of high school students under 18 should notify the office in writing if they choose to opt their student out of the survey.

ENGAGEMENT

Communication, Conferences, and Staff Accessibility

Come Back Butte Charter staff meet daily to check in on school business and student issues. Staff meetings are held monthly to ensure continuous progress toward school and LEA initiatives.

Teachers are available in person on campus five days a week. Each student has weekly scheduled in-person meetings with their teacher to check in on course progress. Teachers are also accessible to assist students who choose to come work in the Learning Lab. There is also a tutor on-site throughout the week, the tutor schedule is available from the teacher. In addition to in-person options, students can contact teachers via email, phone, and through the Edgenuity online platform.

Parent-Community Engagement Opportunities

Education partner collaboration is encouraged through the following public forums: School Planning Team (School Site Council) meetings, Student/Parent/Family Connection Activities, individual student interviews, and the LCAP and PBIS surveys. Personalized engagement occurs at individual weekly independent study meetings. At CBBC, most students are age 18 or over, therefore Family Engagement looks different than it would at traditional schools.

The Come Back Butte Charter School Planning Team (School Site Council) meets approximately every two months between September and May and provides input on general school issues, policies, and other charter school interests and, activities. The CBBC School Planning Team ensures the school program is aligned to the charter elements and the CBBC Local Control Accountability Plan (LCAP) including goals, actions, and strategies.

Come Back Butte Charter holds monthly Come Back Connection events on-site to promote education partner engagement and provide information and resources for students and families. In addition to students themselves, attendees have included parents, grandparents, guardians, and children of students as well as alumni. Every month features various education partners including Butte College, Butte County Office of Education's CTE department, Alliance for Workforce Development, and California Conservation Core (CCC).

SCHOOL SITE STAFF

Staff Professional Learning

BCOE believes that to provide students with the best education, staff must also continue to learn. BCOE works with the school to provide ongoing professional development opportunities throughout the school year. The school site administration and staff collaborate to identify the areas of need most relevant to the individual school.

With the assistance of Title I, Part A parents, the school educates staff members on the value of parent contributions and how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school may offer:

- Staff training and/or training the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- District parent and family engagement coordinator support
- Information on the school website. Please attach the School-Parent Compact to this document.

ATTENDANCE

Pupil Attendance and Absences

Come Back Butte Charter Attendance Policy

Student responsibilities:

Student will:

- obtain the teacher's contact information, including email and school phone number
- attend all regularly scheduled appointments
- complete all state and local assessments in a timely manner
- contact the teacher at least 3 hours before the scheduled appointment, if unable to attend an appointment
- keep school up-to-date on address and phone numbers
- complete all assignments listed on the weekly *Learning Plan*
- complete 2+ hours of school assignments a day/per subject
- bring all signed paperwork to all appointments

The attendance policy based on Education Code Section 51747 states:

When a pupil fails to complete three (3) consecutive independent study assignments during any period of 15 school days or misses two (2) appointments without valid reasons, the Superintendent or designees shall conduct an evaluation to determine whether the pupil should be allowed to continue in Independent Study.

Students are reminded that to be successful at Come Back Butte Charter students must log on to the curriculum and/or work in their textbooks every school day and attend all scheduled appointments.

Parents/guardians may excuse their student from school for justifiable personal reasons upon written notice and approval by the Principal or designated representative. Personal reasons may include attendance at a religious

retreat, not to exceed four hours per semester, and the observance of a religious holiday or ceremony. (Ed. Code § 48205.)

Education Code Section 48205 - Excused Absences

- a. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 - (1) Due to his or her illness.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a student of whom the pupil is the custodial parent.
 - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the Principal or a designated representative pursuant to uniform standards established by the governing board.
 - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (10) Participation in religious exercises or to receive moral and religious instruction in accordance with Butte County Office of Education Policy and Administrative Regulations. In such instances, the student shall attend at least the minimum school day. The student shall be excused for this purpose on no more than four days per school month. (Ed Code § 46014.)
 - (11) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 - (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Unexcused Absence

Parents/guardians will be notified in a timely manner if their student (17 or under) is absent from school without permission. (Education Code § 51101(a)(4).

Late Arrival and Early Departure Instructions

If a student is late to an appointment, their teacher may ask them to either wait until they have free time (if a student comes in during another student's appointment time), or to reschedule. On some occasions, the student may still be allowed to meet with their teacher when they come in late.

Truancy

Upon a pupil's initial classification as truant, the parent/guardian will be notified of the following:

- 1) That the pupil is truant.
- 2) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- 3) That the parent or guardian may be guilty of a criminal infraction if the parent or guardian fails to meet this obligation.
- 4) Other alternative educational programs are available in the district.
- 5) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- 6) That the pupil may be subject to arrest and prosecution.
- 7) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege.
- 8) That it may be recommended that you accompany the pupil to school and attend classes with the pupil for one day. (Education Code § 48260.5(a).

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Mental Health Services Act Pursuant to Education Code Section 49428 as amended by AB-2022 in September 2018, schools are required to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community.

Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide information about other options to access mental health services within the community.

To access mental health services within the community, please contact the Butte County Department of Behavioral Health or other mental health agency. Please see the school's website and scroll to the bottom and click on AB2022.



BUTTE COUNTY DEPARTMENT OF BEHAVIORAL HEALTH: HERE TO SERVE YOU

Butte County Department of Behavioral Health remains committed to providing mental health, prevention and substance use disorder services during the Coronavirus crisis!

- ♦ We are accepting all new referrals for SUD and Mental Health Services for all beneficiaries with Butte County Medi-Cal
- ♦ Students may continue to be referred through DBHQM@buttecounty.net
- ♦ Each of our community partners have joined us in the commitment to continue to serve Butte County's beneficiaries during these unprecedented times
- ♦ Services are being provided by Video or Phone

Contact us today to discuss our services

Visit us online: www.buttecounty.net/behavioralhealth

[\(530\) 879-2456](tel:(530)879-2456)

Chico

Youth Mental Health: (530) 891-2945

Adult Mental Health: (530) 891-2784

Substance Use Disorder: (530) 879-3950

Perinatal: (530) 879-3363

Oroville

Youth Mental Health: (530) 538-2158

Adult Mental Health: (530) 538-7705

Substance Use Disorder: (530) 532-7277

Perinatal: (530) 538-4359

Paradise

Youth Mental Health: (530) 872-6328

Adult Mental Health: (530) 877-5845

Gridley

Youth & Adult Mental Health: (530) 846-7309

Prevention Services: <http://www.butteyouthnow.org>

Crisis Line: (800) 334-6622

Talk Line: (855) 582-5554

BCOE Local Services Guide

Disclaimer: This guide was adapted from California Children's Services and has been updated.

California Children's Services

Administrative Office

2491 Carmichael Drive, Suite 400

Chico, CA 95928

(530) 895-6546

Medical Therapy Programs

Little Chico Creek Elementary School

2090 Amanda Way
Chico, CA 95928

(530) 879-7408

Sierra Del Oro Elementary School

2900 Wyandotte Avenue
Oroville, CA 95966

(530) 532-5696

This document is to be used as a resource and is not a guarantee of services by these providers. Please use this as an informational guide and contact the appropriate agency with questions regarding services they provide.

Counseling and Mental Health Services

African American Family and Cultural Center

Support groups, activities, and classes for African Americans in the Oroville area.

African American Cultural Center

(530) 532-1205

3300 Spencer Avenue, Oroville, CA 95966

Butte County Department of Behavioral Health

Provides 24-hour telephone and personal crisis intervention and counseling by appointment. Substance abuse services, group counseling, and referrals to in-patient substance abuse facilities.

Crisis Intervention Toll Free Line

(800) 334-6622

Local Crisis Intervention Line:

(530) 891-2810

Chico Community Counseling Center:

(530) 891-2945

109 Parmac Road, Suite 1, Chico, CA 95926

Chico Adult Outpatient Center:

(530) 891-2784

560 Cohasset Road, #175, Chico, CA 95926

Oroville Adult Services:

(530) 538-7277

2430 Bird Street, Oroville, CA 95965

Butte County Behavioral Health:

(530) 846-7305

995 Spruce Street, Gridley, CA 95948

Paradise Adult Services:

Adult (530) 877-5845

7200 Skyway, Paradise, 95969

Youth (530) 872-6328

Adult Inpatient Psychiatric Health Facility:

(530) 891-2775

592 Rio Lindo Avenue, Chico, CA 95926

Psychiatric Health Facility for individuals on 72-hour hold

Iversen Wellness and Recovery Center:

(530) 879-3311

492 Rio Lindo Avenue, Chico, CA 95926

California State University, Chico Counseling Training Center

Free counseling provided by CSU, Chico Graduate students.

WellCat Counseling Center

(530) 898-6345

Offers both individual counseling & group therapy sessions for CSU students currently enrolled in classes

CSUC Counseling Training Center

(530) 898-5149

Couple/family or individual therapy for non-CSUS students

Crisis Counseling available 24 hours a day/7 days a week:

(530) 898-6345

Catalyst Domestic Violence Services

Domestic, family, and relationship violence prevention and education, crisis help, shelter, safety planning, and counseling.

24 Hour Hotline

(800) 895-8476

Catalyst

(530) 532-6427

1931 Arlin Rhine Drive, Oroville, CA 95966

Feather River Tribal Health

Provides behavioral health services. Accepts Medi-Cal and Medi-Care.

Feather River Tribal Health

(530) 534-5394

2145 5th Avenue, Oroville, CA 95965

The Growing Place

Counseling center, providing a wide range of psychotherapy, life coaching, and mental health education.

The Growing Place

(530) 588-0448

1074 East Avenue, Suite A4, Chico, CA 95926

Hmong Cultural Center of Butte County

Individual and family support, referrals for general social services, and support groups.

Hmong Cultural Center

(530) 534-7474

1940 Feather River Blvd, Suite H, Oroville, CA 95965

Northern Valley Catholic Social Services (NVCSS)

Low-cost or free counseling and support services to individuals and families. Butte Baby Steps, TAPP (teenage parenting program), Disaster Case Management (support with natural disasters), and Promotores (supports Latino families).

NVCSS Chico

(530) 345-1600

10 Independence Circle Chico, CA 95973

NVCSS Oroville

(530) 538-8221

2185 Baldwin Avenue, Oroville, CA 95966

Northern Valley Talk Line

Free telephone support for those needing non-crisis response to troubles, questions, and concerns.

Northern Valley Talk Line

(855) 582-5554

Rape Crisis Intervention and Prevention

Emergency help for sexual assault, counseling, and support groups.

Crisis Line

(530) 342-7273

Office

(530) 891-1331

2889 Cohasset Road #2, Chico, CA 95973

Shalom Free Clinic

Free drug and alcohol intervention, mental and behavioral health counseling and referrals, and health screenings and education.

Shalom Free Clinic**(530) 342-2445**

1010 Mangrove Avenue, Suite D Chico, CA 95926

Stonewall Alliance Center

Outreach to LGBTQ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk.

Stonewall Alliance**(530) 893-3336**358 East 6th Street, Chico, CA 95928**Victor Community Support Services**

Programs and support for children, youth, young adults and families.

Victor**(530) 267-1700**

1360 East Lassen Avenue, Chico, CA 95973

Youth for Change

Counseling services for children and adolescents.

Youth for Change**(530) 877-1965**

3259 Esplanade, Suite 103, Chico, CA 95973

Family Resources

The Axiom

The Axiom is a youth center in downtown Oroville focused on building platforms for success for students to realize and utilize their untapped potential. Now offering distance learning support. Hours: Mon-Thurs 8:15AM to 12:30PM. Axiom regular hours: Mon-Fri 12:30PM to 5:00PM.

The Axiom**(530) 533-8010**

1420 Myers Street, Oroville, CA 95965

Boys and Girls Club

Recreation, education and leadership programs for children and teens.

Chico Clubhouse**(530) 899-0335**

601 Wall Street, Chico, CA 95928

Chico Teen Center**(530) 879-5653**

628 Wall Street, Chico, CA 95928

Oroville**(530) 533-3139**

2959 Lower Wyandotte Road, Oroville, CA 95965

Butte Community College**Main Campus****(530) 895-2511**

3536 Butte Campus Drive, Oroville, CA 95965

Chico Center**(530) 895-1352**

2320 Forest Avenue, Chico, CA 95928

Butte Glenn 211

24-hour quick access to free and low-cost services in Butte County.

Butte Glenn 211

Dial 211

www.helpcentral.org

Butte County Department of Employment and Social Services (DESS)

DESS Chico (530) 895-4364

765 East Avenue Chico, CA 95926

DESS Oroville (530) 538-7711

78 Table Mountain Blvd, Oroville, CA 95965

Adult Protective Services (530) 538-7883

Adult Protective Services Reporting Line (800) 664-9774

In-Home Supportive Services (530) 538-7538

Public Guardian (530) 538-7251

Butte County Library

Free access to books and computers.

Chico Library (530) 552-5652

1108 Sherman Avenue, Chico, CA 95926

Oroville Library (530) 552-5652

1820 Mitchell Avenue, Oroville, CA 95966

Biggs Library (530) 552-5652

464A B Street, Biggs, CA 95917

Durham Library (530) 552-5652

2545 Durham-Dayton Hwy, Durham, CA 95938

Gridley Library (530) 552-5652

299 Spruce Street, Gridley, CA 95948

Literacy Services (888) 538-7198

CalFresh

Food stamp benefits for eligible families and people.

CalFresh

(877) 410-8803

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

CalWORKs

Temporary financial assistance and employment-related services to needy families with minor children.

CalWORKs

(877) 410-8803

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

California Low Cost Auto Insurance

Low cost auto insurance for qualifying California residents.

Low Cost Auto Insurance

(866) 602-8861

www.mylowcostauto.com

California State University, Chico

CSUC

(530) 898-4636

400 West 1st Street, Chico, CA 95929

Caring Choices

Disaster Case Management, HIV work, In-House Mental Health Counseling, and Food Pantry.

Caring Choices

(530) 899-3873

580 Manzanita Avenue, Suite 5, Chico, CA 95926

Center for Healthy Communities

CalFresh outreach and nutrition education.

Center for Healthy Communities

(530) 898-5323

25 Main Street, #101, Chico, CA 95926

Chico Area Recreation and Park District

Recreation programs, community events, and classes for children, adults, and seniors.

CARD

(530) 895-4711

545 Vallombrosa Avenue, Chico, CA 95926

Computers for Classrooms, Inc.

Provides working computers for low income families and individuals.

Computers for Classrooms

(530) 895-4175

411 Otterson Drive, Suite 100, Chico, CA 95928

Facebook for Sale Groups

Chico Needs: <https://www.facebook.com/groups/ChicoNeeds/>

Chico Needs II: <https://www.facebook.com/groups/294345793953524/>

Butte County's Virtual Yard Sale: <https://www.facebook.com/groups/105386366278218/>

Four Winds Indian Education Center

After school programs, GED preparation, cultural classes, and health education and prevention.

Four Winds

(530) 895-4212

Freecycle Network

Online network for free and donated items.

Chico: <https://groups.freecycle.org/group/ChicoCA/>

Oroville: <https://groups.freecycle.org/group/OrovilleCA/>

National Parent Helpline

Emotional support, listening, and referrals to parenting resources and support.

Helpline

www.nationalparenthelpline.org

(855) 427-2736

(855) 4 A PARENT

Oroville Adult Education Center

Academic and vocational training for all ages.

Oroville Adult Education

2750 Mitchell Avenue, Oroville CA 95966

(530) 538-5350

Valley Oak Children's Services

Childcare referrals and programs for low-income families.

Valley Oak

3120 Cohasset Road, #6, Chico, CA 95973

(530) 895-3572

Health and Wellness

Addus Home Health Services

Skilled nursing, home rehabilitation, attendant registry for In-Home-Supportive Services recipients.

Addus

196 Cohasset Road, #270 Chico, CA 95926

(530) 566-0405

Ampla Health

Comprehensive medical and dental services, accepts Medi-Cal.

Chico

680 Cohasset Road, Chico, CA 95926

(530) 342-4395

Chico Dental

236 West East Avenue, Suite H, Chico, CA 95926

(530) 342-6065

Oroville

2800 Lincoln Street, Oroville, CA 95966

(530) 534-7500

Gridley

520 Kentucky Street, Gridley, CA 95948

(530) 846-6231

Butte County Public Health

Free family planning services, immunizations, confidential testing, and health education services.

Chico Clinic (530) 879-3665
695 Oleander Avenue, Chico, CA 95926

Oroville Clinic (530) 532-3918
78 Table Mountain Blvd, Oroville, CA 95965

Tobacco Information (530) 552-3933
202 Mira Loma Drive, Oroville, CA 95965

Butte Home Health and Hospice

Home health care services, accepts Medi-Cal.

Butte Home Health and Hospice (530) 895-0462
10 Constitution Drive, Chico, CA 95973

Caring for Women Pregnancy

Free pregnancy tests, education, parenting classes, and resources (diapers, wipes, etc.).

Caring for Women (530) 532-9362
2362 Lincoln Street, Oroville, CA 95966

Covered California

Covered CA (800) 300-5813
Calicovered.org

Enloe Medical Center

24-hour acute care hospital, Level II Trauma Center.

Hospital (530) 332-7300
1531 Esplanade, Chico, CA 95926

Enloe Prompt Care

Immediate medical services not requiring emergency care.

California Park (530) 332-6850
888 Lakeside Village Commons, Chico, CA 95928

Cohasset (530) 332-4111
560 Cohasset Road, Chico, CA 95926

Rapid Care: Adventist Health

Medical Clinic in Paradise.

Health Center (530) 876-2502
5125 Skyway, Paradise, CA 95969

Adventist Health

Home health care service in Paradise.

Feather River Tribal Health

Health and wellness services for families.

FRTH

(530) 534-5394

2145 5th Avenue, Oroville, CA 95965

Kiwanis Family House

Patients and their families often travel long distances to receive treatment at UC Davis Medical Center and UC Davis Children's Hospital. The Kiwanis Family House located on UC Davis Medical Center grounds offers inexpensive family accommodations with individual bedrooms, kitchen facilities, bathrooms, laundry, and hook-ups for recreational vehicles. Residency is determined by the Department of Clinical Social Services and is by referral only.

Call Social Services for more information

(916) 734-2583

Leukemia and Lymphoma Society

Free blood cancer information, education, and support for patients, survivors, families, and healthcare professionals.

Leukemia and Lymphoma Society

(916) 929-4720

7750 College Town Drive, #210, Sacramento, CA 95826

Medi-Cal

Chico

(530) 879-3479

765 East Avenue, Suite 200, Chico, CA 95926

Oroville

(877) 410-8803

78 Table Mountain Blvd, Oroville, CA 95965

Northern Valley Indian Health

Provides medical and dental services, all patients welcome.

NVIH

(530) 896-9400

845 W. East Avenue, Chico, CA 95926

Chico Cohasset Dental and Women's Health

(530) 433-2500

500 Cohasset Road, Suite 15 Chico, CA 95926

Children's Health Center

(530) 781-1440

1515 Springfield Drive, Chico, CA 95928

Orchard Hospital

24-hour acute care hospital.

Hospital

(530) 846-9000

240 Spruce Street, Gridley, CA 95948

Oroville Hospital

24-hour acute care hospital.

Hospital

(530) 533-8500

2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center

Adult day health care services.

Peg Taylor Center

(530) 342-2345

124 Parmac Road, Chico, CA 95926

Planned Parenthood

Sexual and reproductive healthcare services for everyone.

Planned Parenthood

(530) 342-8367

3100 Cohasset Road, Chico, CA 95973

(800) 230-7526

Project S.A.V.E. Chico

Collects and re-distributes quality recycled medical and dental equipment and supplies, free of charge.

S.A.V.E.

(530) 680-5974

2553 Hwy 32 (Inside the East and 32 Mini Storage), Chico, CA 95973

Shalom Free Clinic

Health screenings, prescription payment assistance, and mental and behavioral health counseling.

Shalom Free Clinic

(530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center

Annual free screening clinics in Butte County for children with special health conditions.

Shriners

(916) 920-4107

3262 Marysville Blvd, Sacramento, CA 95815

<http://www.facebook.com/ChicoShrineClub>

Social Security Administration

Social security benefits including retirement, survivors, disability, and SSI.

Chico

(866) 964-7585

1370 E Lassen Avenue #150, Chico, CA 95973

Oroville

(866) 331-7130

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

Confidential, compassionate, and non-judgmental – reproductive health care, pregnancy tests, birth control, SPI testing, emergency contraception, Pap smears, abortion services, adoption services, and trans health services.

Women's Health Specialists

(530) 891-1911

Women's Resource Clinic

All services are free: Pregnancy Tests and Verification, Education on Options, Bright Source, Ultrasound Imaging (every other Thursday, first and third), and Referrals to Physicians/Midwives.

Clinic & 24-hour Hotline

(530) 897-6100

115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports Camp

Sports camp provided through Chico State for children with disabilities.

Ability First

(530) 588-0335

<http://www.facebook.com/abilityfirstsports>

ARC of Butte County

Services for individuals with disabilities, including respite care and support groups.

Chico

(530) 891-5865

2020 Park Avenue, Chico, CA 95928

Oroville

(530) 532-8759

2745 Oro Dam Blvd E, Oroville, CA 95966

Autism Lifespan

Networking and support for families of children with special needs.

Autism Lifespan

(530) 897-0900

2418 Cohasset Road, Unit 150, Chico, CA 95926

Brain Injury Coalition

Resource information and support for individuals suffering from brain injuries.

braininjurycoalition.info

Brain Injury Coalition

(530) 342-3118

341 Broadway Street, Suite 311 Chico, CA 95929

Butte Community College: Disabled Student Program and Services

Support services for Butte College students with disabilities.

Disabled Student Program & Services

(530) 895-2455

3536 Butte Campus Drive, Oroville, CA 95965

Caminar For Mental Health

A community-based non-profit dedicated to improving the quality of life for people with disabilities by providing opportunities to live in the community with dignity and independence.

Caminar

(530) 343-4421

376 Rio Lindo Avenue, Chico, CA 95926

CSU, Chico Accessibility Resource Center

Support services for Chico State students with disabilities.

Accessibility Resource Center

(530) 898-5959

400 W. First Street, Chico, CA 95929

Student Services Center 170

CSU, Chico Autism Clinic

Diagnostic evaluations, assessment, and programs for individuals with autism.

Autism Clinic

(530) 898-6373

400 W. First Street, Chico, CA 95929

Yolo Hall Room 243

CSU, Chico Center for Communication Disorders

Speech and language services provided by graduate student clinicians.

Center for Communication Disorders

(530) 898-5871

400 W. First Street, Chico, CA 95929

Deaf and Disabled Telecommunications Program**Telecommunications Program**

(800) 806-1191

<http://ddtp.cpuc.ca.gov/>

Disability Action Center

Free support and advocacy for individuals with special needs, including rental housing, referrals, assistive technology, durable medical equipment, etc.

Disability Action Center

(530) 893-8527

1161 East Avenue, Chico, CA 95926

Disability Rights California

Legal advocacy for people living with disabilities.

Disability Rights

(800) 776-5746

Do-It Leisure

Recreation for developmentally disabled individuals. Job and life skills support for adults with developmental disabilities.

Do-It Leisure

(530) 343-6055

80 Independence Circle, Suite 200, Chico, CA 95973

Easter Seals

Services for children and adults with disabilities.

Yuba City

(916) 673-4585

1670 Sierra Avenue, #601, Yuba City, CA 95993

Sacramento

(916) 485-6711

3205 Hurley Way, Sacramento, CA 95864

Far Northern Regional Center

Community referrals and advocacy for individuals with developmental disabilities.

Far Northern

(530) 895-8633

1377 East Lassen Avenue, Chico, CA 95973

Handi-Riders of Northern California

Horseback riding for people living with disabilities.

Handi-Riders

(530) 533-5333

1391 Clark Road, Oroville, CA 95965

Hartford Place

Apartment building for people with developmental disabilities.

Hartford Place

(530) 345-2029

2058 Hartford Drive, Chico, CA 95928

Home Health Care Management

Assistance with caring for special needs individuals.

Home Health

(530) 343-0727

1398 Ridgewood Drive, Chico, CA 95973

Meals on Wheels

Meal delivery to individuals with health concerns, disability or elderly. Delivering to Chico, Paradise, Durham, and Magalia.

Chico

(530) 343-9147

Office of Client's Rights Advocacy

Legal advocacy for clients of Far Northern Regional Services.

Client's Rights Advocacy

(530) 345-4113

1280 East 9th Street, Unit E, Chico, CA 95928

Passages Caregiver Resource Center

Services and respite care for caregivers.

Passages

(530) 898-5923

25 Main Street, Suite 202, Chico, CA 95929

Rowell Family Empowerment

Information and support services for families of children with special needs.

Rowell Family Empowerment

(530) 226-5129

3330 Churn Creek Road, Suite A-1, Redding, CA 96002

State Department of Rehabilitation

Vocational testing and job placement assistance for disabled people.

Chico

(530) 895-5507

1370 E. Lassen Avenue, Suite 110, Chico, CA 95973

Oroville

(530) 538-6856

78 Table Mountain Blvd., Oroville, CA 95965

Society for the Blind

Society for the blind is a full-service non-profit agency providing services and programs for people who are blind or who have low vision, serving 27 counties in Northern California. Society for the Blind is located in Midtown Sacramento and has been serving the community for 67 years.

Office

(916) 452-8271

1238 S Street, Sacramento, CA 95811

Senior Impact Project

(916) 889-7516

State Council on Developmental Disabilities

northstate@scdd.ca.gov

The State Council on Developmental Disabilities is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and support they need to fully participate in their communities. Through advocacy, capacity building, and systemic change, SCDD works to achieve a consumer and family-based system of individualized services, supports, and other assistance.

Office

(530) 895-4027

80 Independence Circle, Suite 210, Chico, CA 95973

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with a seriously ill children that are considered life-threatening. Apply yearly for out-of-pocket expenses.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

(530) 343-7994

80 Independence Circle, Chico, CA 95973

Housing

City Housing Office

www.chico.ca.us/pod/rental-assistance-and-resources

411 Main Street, 2nd Floor, Chico, CA 95928

(530) 879-6300

Community Action Agency of Butte County

Services, resources, and advocacy for economically and socially disadvantaged individuals, including transitional housing for families, homeless prevention, energy and environmental services, and the Northstate Food Bank.

Community Action Agency – Chico Location

(530) 712-2600

181 East Shasta Avenue, Chico, CA 95973

Community Action Agency – Oroville Location

(530) 712-2600

2640 S. 5th Avenue, Oroville, CA 95965

Community Housing Improvement Program

Low income apartment rentals and credit counseling.

Community Housing Improvement Program

(530) 891-6931

1001 Willow Street, Chico, CA 95928

City of Oroville Housing Department

Housing programs for income qualified families.

Oroville Housing Department

(530) 538-2495

1735 Montgomery Street, Oroville, CA 95965

Habitat for Humanity of Butte County

Homebuilding and home repair for families who qualify for the program.

Habitat for Humanity

(530) 343-7423

220 Meyers Street, Chico, CA 95928

Housing Authority of the County of Butte

Housing assistance for low income residents of Butte County, including Section 8.

Housing Authority

(530) 895-4474

2039 Forest Avenue, Chico, CA 95928

Town of Paradise Housing Program

Deferred, low-interest loans to eligible first-time home buyers.

Housing Program

(530) 872-6291 ext. 122

5555 Skyway, Paradise, CA 95969

Legal Services

Butte County Self Help and Referral Program (SHARP)

Referral program for self-represented litigants.

Chico

(530) 532-7024

1775 Concord Avenue, Chico, CA 95928

Oroville

(530) 532-7015

One Court Street, Oroville, CA 95965

Butte County Victim Assistance Bureau

victimwitness@buttecounty.net

Assistance to victims of violent crimes, including compensation and counseling.

Victim Witness**(530) 538-7340**

25 County Center Drive, #218, Oroville, CA 95965

Legal Services of Northern California

Free legal services and assistance for low income families.

Legal Services of Northern California**(530) 345-9491**

541 Normal Street, Chico, CA 95928

Community Legal Information Center

Free legal information and referrals.

Community Legal Information Center**(530) 898-4354**

25 Main Street, #102, Chico, CA 95928

Superior Court of California, County of Butte Countywww.buttecourt.ca.gov**Butte County Courthouse****(530) 532-7002**

One Court Street, Oroville, CA 95965

Appeals**(530) 532-7023****Court Administration****(530) 532-7013****Court Compliance****(530) 532-7014****Criminal****(530) 532-7011****Jury****(530) 532-7001****Juvenile Delinquency****(530) 532-7010****Mediation****(530) 532-7003****Traffic****(530) 532-7005****North Butte County Courthouse****(530) 532-7002**

1775 Concord Avenue, Chico, CA 95928

Civil Division**(530) 532-7009****Court Compliance****(530) 532-7014****Family Law****(530) 532-7008****Juvenile Dependency****(530) 532-7010****Probate Division****(530) 532-7017****Traffic Division****(530) 532-7005**

Emergency Assistance Services

6th Street Center for Youth

Safe place and services for youth ages 14-24. Offers basic services: showers, laundry, computer access, clothing, snack bags daily, and dinner. Offers free and confidential counseling.

Youth Center**(530) 894-8008**130 West 6th Street, Chico, CA 95928**American Red Cross**

Emergency shelter, food, and clothing.

Yuba City

(530) 673-1460

2125 East West Onstott Frontage Road, Yuba City, CA 95991

Butte County Adult Protective Services

Report abuse occurring in Butte County. Abuse of an elder or dependent adult includes physical abuse, neglect, financial abuse, abandonment, or abduction.

Adult Protective Services

(800) 664-9774

Catholic Ladies Relief Society

Help with groceries, PG&E utility bill, bus tickets, co-payment for medications, and non-narcotic prescription needs. Also recommend St. Vincent de Paul # (530)680-7917 – leave message.

Office

(530) 895-8331

1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division

Services and intervention for abused and neglected children and their families.

24-hour Abuse Hotline

1-800-400-0902

Chico Location

(530) 879-3731

765 East Avenue, Suite 120 Chico, CA 95926

Oroville & Chico Mailing Address: PO Box 1649 Oroville, CA 95965 (Mailing Address)

Oroville Location

(530) 538-7882

78 Table Mountain Blvd., Oroville, CA 95965

Father's House Church Food Pantry

Food distribution every Friday from 1:00-2:00PM.

Food Pantry

(530) 534-4140

2833 Fort Wayne Street, Oroville, CA 95966

Gridley Community Center

Food distribution, WIC, parenting classes, and after school teen center.

Gridley Community Center

(530) 538-7534

200 East Spruce Street, Gridley, CA 95948

Temporarily closed

Jesus Center

Services for individuals experiencing homelessness. Free breakfast 8:00–9:00 AM (Saturday through Sunday) and dinner 3:00 – 4:00 PM (Monday-Friday), showers for men currently unavailable, and showers for women currently unavailable. Emergency clothing available.

Jesus Center

(530) 345-2640

1297 Park Avenue, Chico, CA 95928

Oroville Hope Center

Assistance with meals every morning around 10:00AM as well as clothing.

Hope Center

(530) 538-8398

1950 Kitrick Avenue, Suite A, Oroville, CA 95966

Oroville Rescue Mission

Free meals and shelter for homeless individuals in Oroville area.

Administrative Office

(530) 533-9120

2150 Bird Street, Oroville, CA 95965

Men's Shelter

(530) 534-9541

Women's Shelter

(530) 533-0351

4250 Lincoln Blvd, Oroville, CA 95966

Salvation Army

Short-term assistance with basic needs and supplies. Food distribution twice a week. Distance learning support program through May 2021.

Toll Free

(800) 728-7825

Chico

(530) 342-1871

567 E. 16th St Chico, 95928

Oroville

(530) 534-7155

1640 Washington Ave Oroville, 95966

Torres Community Shelter

Temporary housing and services for homeless men, women, and children. Due to COVID there are different guidelines, please call and ask for instructions. Walk-in check-in hours are pre-COVID 4:30-6:00 PM (only serving men and women here at this time). Offers breakfast, lunch, dinner, showers, laundry services, and case management.

Torres Community Shelter

(530) 891-9048

101 Silver Dollar Way, Chico, CA 95928

Aurora House

(530) 891-9048

Separate location for families (currently a wait list)

Transportation Services

American Cancer Society

Available help on a "case by case basis" for clients with a cancer diagnosis. Call to access financial and transportation assistance. Discount rates offered for some hotels near major hospitals. Call at least two weeks in advance.

Toll Free

(800) 227-2345

www.cancer.org

American Kidney Fund

Annual Parent & Student Handbook

Financial assistance referral must be made from hospital social worker only. For transplant patients, will provide transportation expenses. For dialysis patients, will provide more extensive transportation support. Maximum grant for car repair is \$150 twice a year.

Toll Free

(800) 638-8299

www.kidneyfund.org

Angel Flight West

Non-emergency air travel for people with serious medical conditions.

Toll Free

(888) 4-AN-ANGEL

www.angelflightwest.org

(888) 426-2643

Butte Regional Transit

Daily bus services and ADA para-transit services for those who qualify.

Toll Free

(800) 822-8145

B- Line

(530) 342-0221

326 Huss Drive, #125, Chico, CA 95928

www.blinetransit.com

Adventist Health Home Care & Hospice Yuba City

Home health and hospice care. Serves some of Butte County including Gridley/Biggs.

Adventist Health Home Care & Hospice Yuba City

(530) 673-7100

1007 Live Oak Boulevard, Suite B3, Yuba City, CA 95991

FAX: 673-7886

Medi-Cal Managed Care

Free transportation to your Medi-Cal medical appointments. Call your Medi-Cal provider at least 10 days before your appointment.

Anthem Blue Cross

(877) 931-4755

California Health and Wellness

(866) 842-0631

Shriners Hospital for Children

Free van transportation program for Shriner's patients and their families only. Must give three days prior notice.

Veronica (Shriners Representative)

(916) 453-2095

Phone number for driver:

(916) 202-6942

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with primarily cancer or life-threatening illnesses. \$100 per month for transportation expenses, there is also a family car repair program.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

(530) 228-2398

Work Training Center

Transportation system offered by WTC for those unable to use public transportation.

WTC

(530) 343-7994

2255 Fair Street, Chico, CA 95928

Transition Services

Disability Benefits 101

Many people with disabilities fear that if they go to work, they'll lose needed health care and other disability benefits. DB101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help you make informed choices and show you how you can make work part of your plan.

ca.db101.org

Genetically Handicapped Persons Program (GHPP)

The GHPP is a health care program for adults with certain genetic diseases. It helps people who are on GHPP with their health care needs. It works with doctors, nurses, pharmacists, and other members of the health care team in providing many types of health services.

GHPP

(916) 552-9105 (option #2)

MS 8100, PO Box 997413, Sacramento, CA 95899-7413

www.dhcs.ca.gov/services/ghpp/Pages/default.aspx

Got Transition

Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals, and youth and families.

www.gottransition.org

Disability Action Center (formerly Independent Living Services of Northern California)

Disability Action Center (DAC) is a nonprofit organization helping community members with disabilities to achieve and/or maintain their optimal level of self-reliance and independence.

Disability Action Center

(530) 893-8527

1161 East Avenue, Chico, CA 95926

actionctr.org

Office of Disability Employment Policy (ODEP)

Promoting policies and coordinating with employers and all levels of government to increase workplace success for people with disabilities.

Office of Disability Employment Policy

U.S. Department of Labor

200 Constitution Ave. NW

Washington, DC 20210

1-866-ODEP-DOL or by email: odep@dol.gov.

When You're 18 You Are in Charge of Your Health

www.acphd.org/media/121171/transition_health_care.pdf

Farmers Markets

Gridley Farmers Market

Gridley District Office

(530) 846-4557

239 Sycamore Street, Gridley, CA 95948

Tuesday Market

Daddow Park: between Hazel and Sycamore Streets

June to August 5:30-8:00 PM

Oroville Chico Paradise Farmers Market

Chico Certified Farmers Markets (CCFM)

(530) 893-FARM

PO Box 455, Chico, CA 95927

(530) 893-3276

chicofarmersmarket.com

Chico:

Wednesday Market

North Valley Plaza Mall Parking Lot: Pillsbury Road adjacent to Trader Joe's

Year Round. 8:00 AM – 1:00 PM

Thursday Night Market

Downtown Chico: Broadway between 2nd and 5th Streets

April to last week of September. 6:00 - 9:00 PM

Saturday Market

Downtown Chico Municipal Parking Lot: 2nd Street & Wall Street

Year Round. 7:30 AM – 1:00 PM

Oroville:

Saturday Market

Downtown Oroville: Montgomery Street and Myers Street

May to last week of October. 7:30 AM – 12:00 PM

Oroville Hospital Community Farmer's Market

Every Wednesday from first week of May (May 6th) to September 30th from 9:00 AM to 2:00 PM

Dove's Landing Parking Area 1450 Oro Dam Boulevard

Paradise:

Tuesday Market

Paradise Alliance Church Parking Lot, 6491 Clark Road

7:30 AM – 12:00 PM

Volunteer Income Tax Assistance

www.buttecounty.net/bclibrary/TaxInfo

Dorothy F. Johnson Center

775 East 16th Street, Chico, CA 95928

Saturdays, February 1 through April 8: 9:00 AM to 3:00 PM

CARD Community Center

545 Vallombrosa Way, Chico, CA 95926

(530)895-4711

Mondays & Wednesdays, February 1 through April 8: 12:00 to 4:00 PM

CSU, Chico - Bell Memorial Union

400 West 1st Street, Chico, CA 95929

Mondays & Wednesdays, February 1 through April 8. 4:00 PM to 8:00 PM (closed during Spring Break & for the Cesar Chavez Holiday)

Oroville Branch Library, Meeting Room

Jim

(530) 534-1833

1820 Mitchell Avenue, Oroville, CA 95966

Tuesdays & Fridays, February 1 through April 15: 9:00 AM to noon on Fridays & 1:00 PM to 5:00 PM on Tuesdays
for an appointment please call: (530) 332-8576

African American Family & Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

(530) 532-1205

Wednesdays (Walk-in Day Only), January 23 through April 18: 9:30 AM to 12:00 PM,

Monday, Tuesday & Thursday: Call for an appointment.

Additional Resource Assistance

Butte 211

Helpcentral.org

211

Site Family Engagement Plan

Title I, Part A School-Level Parent and Family Engagement Policy 2022-23

Come Back Butte Charter School

The school is committed to parent and family engagement, with the support of Title I, Part A. While parents and families in the school are diverse in culture, language and needs, they all share a commitment to academic success of their children. Therefore, the school strives to lead our students to success with the full support and involvement of families and the community.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f) ESSA Section 1116[b][1].

To involve parents in the Title I, Part A programs, the following practices have been established:

The school will:

- convene an annual meeting to inform parents about the Title I Program
- hold student/parent involvement/education meetings at varying times
- involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.
- educate staff members in the value of parent and family member contributions and how to work with them as equal partners

Communication and Accessibility

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

If requested by parents of Title I, Part A students, the school provides opportunities that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c][4][A]).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Details about the meetings:

Each spring, the School Advisory Committees (SSC/CAC/PAC) will agendaize a topic to discuss a flexible meeting schedule with stakeholders for the following year. In addition, the school will:

- make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend
- provide childcare/ transportation, as funding allows, so parents may attend the meeting
- hold the Title 1 Parent Meeting each fall at a convenient time for parents
- notify parents in a format, and where practicable, a language they will understand
- provide timely information in the following ways:
 - school website and social media
 - letters home, including email communication
 - in person meetings and other forms of two-way communication
- accommodate a request for a meeting with any staff member or school administrator working with their student
- provide the opportunity for public comment at regularly scheduled school advisory meetings
- provide an annual LCAP Survey and stakeholder meetings
- consider the various needs of stakeholders when sending communication or providing trainings, including needs resulting from disability, language and mobility barriers

Title I, Part A School-Level Parent and Family Engagement Policy 2022-23

Come Back Butte Charter School

Engagement of Parents

The school involves parents in the development of required Parent and Family Engagement Plan when it:

- provides support for **parental involvement activities** requested by Title I, Part A parents (ESSA Section 1116[e][14])
- involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3])
- provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B])

The school will engage families in the decision-making process in the following ways:

- recruit parents for open council positions by providing:
 - an election process free of potential or perceived barriers that may preclude participation
 - training and ongoing support in council membership roles and responsibilities
- include adequate representation of parents and family members of participating students on advisory councils
- elicit feedback from and share out with other advisory councils and stakeholder groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

The school will provide engagement activities for students and families once a semester.

The school will provide information on curriculum, assessments and student progress in the following ways:

- in person meetings, including parent-teacher conferences
- parent education trainings/seminars
- written communication, including email
- Aeries Parent/Student Portal
- parent access to online curriculum

Building Capacity:

Per ESSA Section 1116[e][1-4], the school:

1. **coordinates and integrates** the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children
2. provides Title I, Part A parents with **materials and training** to help them work with their children to improve their children's achievement
3. provides Title I, Part A parents with **assistance in understanding the state's academic content standards**, assessments, and how to monitor and improve the achievement of their children
4. engages Title I, Part A parents in **meaningful interactions** with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement

Meaningful interactions may include:

- community partnerships
- two-way communication
- remote or virtual access to allow parents/stakeholders to participate from any location
- site transitional specialist support, as needed
- annual site activities (e.g. workshops aligned to educating parents on academic standards; and potlucks with guest speaker on specific topic)

Assistance may include:

- opportunities for parents to participate/observe in their student's weekly meetings and/or workshops
- materials and trainings to address academic and social-emotional needs
 - once each semester
 - include topics, as appropriate, identified by students/parents/family members
 - provide strategies to increase foundational math and literacy skills

Trainings may include:

- research-based curriculum resources in trainings

Title I, Part A School-Level Parent and Family Engagement Policy 2022-23

Come Back Butte Charter School

- includes, academic and/or social-emotional learning
- community partner guest speakers
- community resources (including local Behavioral Health agencies)

Staff Training:

With the assistance of Title I, Part A parents, the school **educates staff members in the value of parent contributions**, and in how to work with parents as equal partners (ESSA Section 1116[e](3)).

The school may offer:

- Staff trainings and/or train the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- District parent and family engagement coordinator support
- Information on the school website.

School Compact

Title I, Part A School-Level Parent Compact 2022-23

Come Back Butte Charter School

This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

School Responsibilities

As a school staff, we agree to support students' learning in the following ways:

- **Curriculum and Instruction: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards as follows:**
 - Teachers are trained to provide instruction using curriculum aligned to State Content standards
 - A Multi-Tiered System of Support (MTSS) is implemented school wide to meet the individual needs of students
 - Teacher release time occurs for ongoing professional development; teachers and staff also use this time to identify strategies to address the individual needs of students
 - Provide a safe and positive school environment that promotes respect, responsibility and leadership
 - Collect and analyze student assessment data to monitor student progress and informed instruction
- **Communication: Provide students/parents and family members with reasonable access to staff and frequent reports on school progress. Specifically, the school will:**
 - Hold student/parent/family-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - Complete report cards every semester
 - Ensure staff respond to email and phone messages within a timely manner
 - Ensure appointments are available with any staff member working with the student
- **Engagement: Provide students/parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the student's achievement at school by:**
 - Providing parents and family members opportunities to observe student appointments and workshops.
 - Providing parents and family members with materials and training to help them improve the academic achievement of their student
 - Including topics identified by parent /family request, as appropriate
 - Providing trainings and information in a format, and where practicable, a language that parents and family members can understand
 - Conducting other activities to encourage and support parents and family members in more fully participating at school
 - Educating staff members in the value of parent and family member contributions and how to work with them as equal partners by
 - Using CA Department of Education Family Engagement Framework and research-based training materials
 - Scheduling training/ coaching with Title I LEA Family Engagement Coordinator

Parent Responsibilities

As parents, we agree to support our students learning in the following ways:

- Monitor work completion
- Participate in decisions related to education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend parent/teacher conferences
- Follow all school policies (refer to handbook)

Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with family
- Complete and turn in work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate about learning and ask for help when needed
- Contact my teacher, promptly, if I need help or have questions with assignments
- Stay current on school activities and events
- Agree to and follow the technology policy

Safety Plan

GOALS AND ACTION STEPS – *Physical Environment*

Improvement Goal: Increase safety of Come Back Butte Charter by increasing preparation of school staff for emergency situations. All staff will work collaboratively to develop and implement:

Action Steps	Resources	Responsible Staff	Timeline	Budget
1) Intruder on campus drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2022-23 Ongoing	N/A
2) Earthquake drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2022-23 Ongoing Fire – 2/year Intruder – 2/year Earthquake – 2/year	N/A
3) Continue safety drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2022-23 Ongoing	N/A
4) Daily Sign-in/sign-out for students and visitors	Maintain binder	Principal, admin assistant & teachers	Daily	N/A
5) Provide Go Kit and Stay Kit for classroom	Kit, Time to train	Principal and Admin. Assist.	July/August Annually	CBBC site budget
6) Review and update emergency protocols for school	Time to review and update current plan. Time to train teachers and staff	All staff	2022-23 Ongoing	N/A
7) Maintain roster of staff and volunteers, including cell numbers, emergency contacts and any medical conditions	Create table for information	Principal & Admin. Assist.	Ongoing update as necessary	N/A
8) Print weekly student rosters with phone numbers, contact person and emergency numbers	Use Aeries	Admin Asst.	To be completed weekly	N/A

Evaluation Criteria: Effectiveness of the plan will be evaluated by all staff according to records/logs of trainings, record/logs of drills.

GOALS AND ACTION STEPS - *School Climate*

Improvement Goal: Increase Positive Behavior supports for students & staff.

Action Steps	Resources	Responsible Staff	Timeline	Budget
1) Continue implementation of PBIS model	County and site trainings	Principal and teachers	2022-23 Ongoing	N/A
2) Communicate behavior expectations with students	Student handbook	Principal	Ongoing	N/A
3) Socio/Emotional supports for students	AFWD	Principal	Ongoing	N/A

Evaluation Criteria: Evaluation will be based on PBIS data, logs of ongoing trainings for teachers and staff.

APPROVED BY COME BACK BUTTE CHARTER SCHOOL SITE COUNCIL

School Calendar

2022-2023 BCOE - Come Back Butte Charter

July 2022				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2022				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2022				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2022				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2022				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2023				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2023				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2023				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2023				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2023				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Date	Event or Holiday
4-Jul	Independence Day - Holiday
10-Aug	BCOE Mandatory Buy Back Day
11-Aug	Teacher Prep Day (non-student)
12-Aug	Half Day Buy Back
15-Aug	Teacher Prep Day (non-student)
16-Aug	First Student Day
5-Sep	Labor Day - Holiday
11-Nov	Veterans Day - Holiday
21-Nov	Thanksgiving Break
22-Nov	Thanksgiving Break
23-Nov	Thanksgiving Break - BCOE Holiday
24-Nov	Thanksgiving (Day) Break - Holiday
25-Nov	Thanksgiving Break - BCOE Holiday
19-Dec	Winter Break - Vacation
20-Dec	Winter Break - Vacation
21-Dec	Winter Break - Vacation
22-Dec	Winter Break - BCOE Holiday*
23-Dec	Winter Break - BCOE Holiday
26-Dec	Winter Break - Holiday
27-Dec	Winter Break - Vacation
28-Dec	Winter Break - Vacation
29-Dec	Winter Break - Non-Duty
30-Dec	Winter Break - BCOE Holiday
2-Jan	Winter Break - Holiday
16-Jan	Martin Luther King Day - Holiday
17-Feb	Lincoln's B.Day - Holiday
20-Feb	Presidents Day - Holiday
10-Apr	Spring Break - Vacation
11-Apr	Spring Break - Vacation
12-Apr	Spring Break - Vacation
13-Apr	Spring Break - Vacation
14-Apr	Spring Break - Vacation
29-May	Memorial Day - Holiday
31-May	Last Student Day
5-Jun	Last Staff Day/Graduation

Academic Days: 180
 Minimum Days: 0
 Planning Days: 3
 Buyback Days: 2
 Non-Academic Days: 15
 Holidays: 15
 Teacher Days: 183
 total days = academic + planning

Academic Days: a
 Minimum Days: m
 Planning Days: p
 Buyback Days: b
 Non-Academic Days: na
 Holidays: h

Acknowledgment of Receipt



Butte County Office of Education

2022-23 Acknowledgment of Receipt and Review

Dear Adult Student or Parent/Guardian:

The Butte County Office of Education is required to annually notify parents and legal guardians of minor students, their rights and responsibilities in accordance with Education Code section 48980.

Should your student be enrolling in Butte County Schools for the first time, a copy of your student's school records will be requested from their former school. You have a right to receive a copy of the record and a right to challenge the content of the record. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the school office.

Please complete the "Acknowledgment of Receipt and Review" form below and return it to your student's school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Pursuant to Education Code section 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights and does not indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Signature of Parent/Guardian (if student is under 18)

Date: _____

Signature of Student (if student is 18 or older)

Date: _____