

Come Back Butte Charter

School Site Council

This statement is to verify the posting of the Come Back Butte Charter School Site Council (LCAP/CAC) meeting agenda, for the 12-3-2019 meeting, in the following locations:

Location	Posted by	Date posted
Come Back Butte Charter 2350 Lincoln Street. Oroville, CA 95966	Janis Delgado	11-19-19
Come Back Butte Charter website bcoe.org/cbcbcs	Janis Delgado	11-19-19
BCOE 1859 Bird St. Oroville, CA 95965	Judy Bushnell	11-20-19

Janis Delgado

Janis Delgado, Principal

Come Back Butte Charter

From: Judy Bushnell
To: Janis Delgado
Subject: RE: Please repost 12.3.2019 SSC
Date: Wednesday, November 20, 2019 10:37:06 AM

Notice has been posted in front and rear entrances of 1859 Bird St.

Judy Bushnell
Student Programs/Curriculum & Instruction
P: 530-532-5644

From: Janis Delgado
Sent: Tuesday, November 19, 2019 3:26 PM
To: Judy Bushnell <jbushnell@bcoe.org>
Subject: Please repost

I had to cancel our meeting today. I have rescheduled it for Dec. 3. Please replace the posted agenda with this one showing the meeting date as December 3rd. Please reply to this email after agenda has been posted. Thank you

Janis Delgado, Principal
Come Back Butte Charter
2350 Lincoln Street
Oroville, CA 95966
(530) 532-5827

www.bcoe.org/o/cbbcs



"Come back and finish what you started at Come Back Butte Charter"

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Come Back Butte Charter School Site Council Meeting Agenda 12/03/2019

Time: 2:00 p.m. – 4:00 p.m. ~ Location: Come Back Butte Charter School

Time: 2:00-2:05

Topic: **Welcome & Introductions/Review Group Norms/Public Comment**

Desired Outcome: Information

Presenter: Janis Delgado

Action: N/A

Time: 3:00-3:15

Topic: **LCAP/SPSA Actions Implementation**

Desired Outcome: Review Implementation of LCAP/SPSA Actions

Presenter: Janis Delgado

Action: N/A

Time: 2:05-2:10

Topic: **Review Current Agenda**

Desired Outcome: Accept or Revise Agenda

Presenter: Janis Delgado

Action: Approval if revised

Time: 3:15-3:25

Topic: **MTSS/PBIS Implementation Update**

Desired Outcome: Informational (monthly Aeries attendance report summaries and climate surveys)

Presenter: Janis Delgado

Action: N/A

Time: 2:10-2:15

Topic: **Review 9/10/19 meeting minutes**

Desired Outcome: Approve/Revise previous meeting minutes

Presenter: Janis Delgado

Action: Approval of submitted or revised previous meeting minutes

Time: 3:25-3:40

Topic: **LCAP**

Desired Outcome: Review DRAFT LCAP Survey

Presenter: Janis Delgado

Action: N/A

Notes: put together LCAP survey to share and get feedback

Time: 2:15-2:20

Topic: **Present final SSC roster with contact information**

Desired Outcome: Information

Presenter: Janis Delgado

Action: Information

Time: 3:40-3:50

Topic: **Charter Review**

Desired Outcome: Review board-approved charter revision and charter section walk-thru

Presenter: Janis Delgado

Action: N/A

Time: 2:20-2:45

Topic: **Assessment Data** (SBAC Spring 2018, iReady, and WriteScore Results)

Desired Outcome: Informational

Presenter: Janis Delgado

Action: Informational

Time: 3:50-4:00

Topic: **WASC Update**

Desired Outcome: WASC application update

Presenter: Janis Delgado

Action: N/A

Time: 2:45-3:00

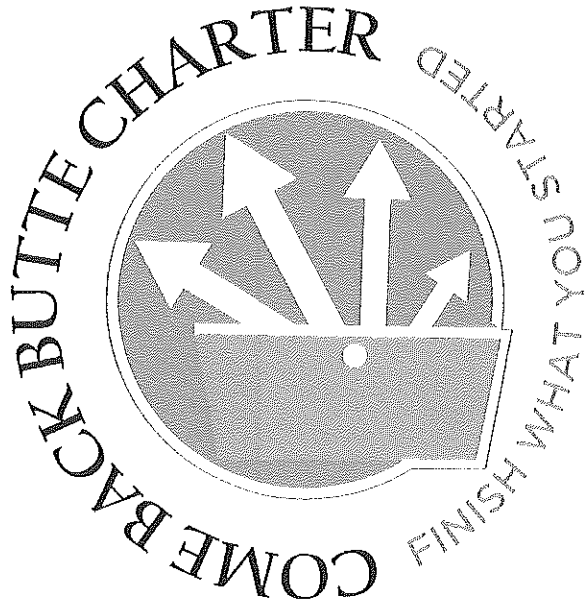
Topic: **Overview of SubGroup Supports**

Desired Outcome: Review EL Master Plan and Special Education Enrollment

ProcessPresenter: Janis Delgado

Action: N/A

Next Meeting: February 4, 2020



LCAP-CAC

(formerly School Site Council)

Meeting

Date: Tuesday December 3, 2019

Name	Agency	Member	Non-Member
Janis Delgado	CBCE	✓	
Janis Kruse	BCOE		✓
Robin Indar	CBCE		✓
Matt McGuire	CBCE	✓	
Ernesto Telly	CBCE	✓	
Jenna Meela	Atmo-	✓	
Linda Mullick-Wahl	BCOE		✓
Handell	BCOE		✓
Ph. W.	BCOE		✓

Memberships:

Chair Person - Janis Delgado, Vice Chair - Matt McGuire, Secretary - Robin Indar,
Community Members - Heather Alexander, Ernesto Telly, Student - _____

Start on time, end on time * Focus on the student success * Data driven decisions
Shared leadership * Celebrate everything!

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

Attendees: Janis Delgado, Lorena Meda, Student, Ernesto Telly and Matt McGuire

Guests: Robin Indar, Rebecca Hubbell and Susie Kruse

Draft Copy
until approved

Approved on

12/3/2019

Time: 1:00-1:05 Topic: Welcome & Introductions/Review Group Norms/Public Comment Desired Outcomes: Information Presenter: Janis Delgado Action: N/A Notes/Public Comments: • Janis D opened the meeting by welcoming the group, reviewing the group norms and asking for public comment: ○ Janis: September 27th will be CBBC's first potluck with AFWD presentation, slow theatre presentation and library visitor 12-1:30. ○ Also, the auditor was here this week reviewing files. ○ AFWD having a job readiness 17-24 event in December in Oroville.
Time: 1:05-1:10 Topic: Review Current Agenda Desired Outcome: Accept or Revise Agenda Presenter: Janis Delgado Action: Members review the agenda Notes: No changes, agenda accepted
Time: 1:10-1:20 Topic: Review previous meeting minutes (May 21, 2019) Desired Outcomes: Approve or Revise previous meeting minutes Presenter: Janis Delgado Action: Approved Notes: Matt made a motion to accept the meeting minutes, Ernesto seconded, motion carries
Time: 1:20-1:30

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

Topic: Install current members and confirm terms Desired Outcome: Review membership roster and confirm terms Presenter: Janis Delgado Action: Information Notes: roster reviewed and accepted
Time: 1:30-1:45 Topic: Review bylaws Desired Outcome: Review, revise and approve bylaws Presenter: Janis Delgado Action: Approved Notes: Ernesto made a motion to accept the draft bylaws as presented. Ruby seconds the motion, motion carries, bylaws accepted as presented
Time: 1:45-1:50 Topic: Elect Officers and confirm terms Desired Outcome: Finalize officers Presenter: Janis Delgado Action: Nominations and election of officers Notes: • Matt nominates Ruby as Chairperson, Ruby accepted. • Ernesto nominates Janis to be Secretary, Janis accepts. • Janis nominates Matt as Vice Chair, Matt accepts. • Because only one person accepted the nomination for each position, officers were duly installed.
Time: 1:50-2:00 Topic: SSC/CAC Training Desired Outcome: Overview components of school plan, Greene Act, roles and responsibility of SSC/CAC Presenter: Janis Delgado, Susie Kruse

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

Action: Information Notes: Susie explained components of school plan, responsibilities of school site council and how to have an effective school site council. • SSC composition are required to be represented by 50% school staff members and 50% students, family and community members. • The principal is a required member and cannot veto member decisions. • Flyer on the Greene Act was distributed by Susie.
Time: 2:00-2:05 Topic: PBIS Implementation Desired Outcome: Review climate data and attendance data Presenter: Janis Delgado Action: Review data and solicit feedback to better understand needs statement Notes: • PBIS Climate data from December 2018 • 2018-19 Attendance data, identifying challenges and soliciting feedback • "I like school" question might be too general. Perhaps a rephrase to "I like attending Come Back" would yield a different response. • Empathy interviews will be the next step to follow up on School Climate Survey.
Time: 2:05-2:15 Topic: LCAP/Charter/5-year Plan/PBIS goals Desired Outcome: Inform committee on plan alignment Presenter: Janis Delgado Action: Informational Notes: Janis reviewed school plan goals and alignment of action items.
Time: 2:15-2:25 Topic: Review/Revise LCAP based on substantive changes Desired Outcome: Confirmation of goals and activities planned for 2019-20

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

Presenter: Janis Delgado Action: N/A Notes: No revisions made at this time.
Time: 2:25-2:40 Topic: Review 2019-20 Approved Title I budget Desired Outcome: Review approved Title I budget Presenter: Susie Kruse Action: Review for information Note: • Title I funds are allocated based on students ages 5 to 17 years old. • The Title 1, Part A budget was approved to help pay for part of the 3rd teacher to support a smaller student/teacher ratio.
Time: 2:40-2:50 Topic: Parent and Family Engagement Desired Outcome: Review and identify barriers to implementing the LEA and Site Parent-Family Engagement Policy, and School/Student/Parent/Compact Presenter: Janis Delgado Action: Gather Feedback, identify barriers Notes: • Janis shared the 2019-20 CBBC Parent Involvement Policy – and asked the group for feedback. There was discussion of using Remind 101 or SeeSaw apps to reach out to parents/students to remind them of scheduled teacher appointments and Family Engagement activities. • Janis shared the approved 2019-20 CBBC School/Student/Parent Compact • Starting this year there will be parent teacher conferences for every student under 18.
Time: 2:50-3:05 Topic: Review Approved 2019-20 Title 1 Parent Involvement Set Aside

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

Desired Outcome: Stakeholder feedback. Presenter: Susie Kruse Action: Informational Notes: Kelli Gordon, Coordinator of Continuous Improvement, will be working with the principal of each school to set goals, create and implement a Parent and Family Engagement Plan.
Time: 3:05-3:10 Topic: LEA Centralized Services Desired Outcome: Review Approved 2019-20 LEA Centralized Services Presenter: Susie Kruse Action: Informational Notes: 1% of funds set aside for Parent and Family Engagement. Yellow LEA sheet distributed.
Time: 3:10-3:15 Topic: 2019-20 Uniform Complaint Policy Desired Outcome: Annual notification of UCP Presenter: Susie Kruse Action: Required Information Notes: Susie distributed the UCP Policy to the group and explained the policy
Time: 3:15-3:30 Topic: Charter Review Desired Outcome: Share document and policy updates as needed Presenter: Janis Delgado Action: Janis does an overview of the charter elements and plans to go over the charter petition by section at each meeting. Notes: • Table of Contents of the Charter Petition distributed by Janis, to share the contents of the charter. At each future meeting, Janis will share a section of the charter

CBBC School Site Council Meeting Agenda 9/10/2019

2350 Lincoln Street. Oroville Time 1:00-3:30

- No material revisions have been made to date. A revision regarding the move and new address is pending.

Next meeting Nov. 19th at 2:00 p.m.

Come Back Butte Charter

2019-20

School Site Council Composition, Members and Officers

Composition:

2	Classroom teacher
1	Principal
3	Total

2	Parents and/or community representatives
1	Student
3	Total

Members:

Role	Name	Term
Classroom teacher	Matt McGuire mmcguire@bcoe.org	2018-19 2019-20
	Roger Jolliff rjolliff@bcoe.org	2018-19 2019-20
Principal	Janis Delgado jdelgado@bcoe.org	-----

Role	Name	Term
Parents and/or community representatives	Ernesto Telly etelly@bcoe.org	2018-19 2019-20
	Lorena Meda lmeda@ncen.org	2018-19 2019-20
Student	RG	2019-20

Officers:

Chairperson	Student - RG
Vice-Chairperson	Matt McGuire
Secretary	Janis Delgado

Come Back Butte Charter 2019-2020 Site Plan Self-Evaluation

Key Excluding Data Section: Peach- Categorical Office Blue: Principal Green: Site Council Meeting

VISION AND OUTCOMES

Plan Written: Spring 2019	
VISION AND DATA DRIVEN OUTCOMES (Beginning of Year): Vision: 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. Expected Outcomes: Last Updated Spring 2019 * Graduation rate will increase by 10% * Attendance rate will be 85% In 2019-2020, be sure to include EL, FY and Low Income, as appropriate to your program.	
Evaluation of Year: 2019-2020	

SITE NEEDS ASSESSMENT AND DATA

NEEDS ASSESSMENT BASED ON OVERALL ACHIEVEMENT RESULTS AND OTHER SUPPORTING DATA [COUNCIL GUIDE STEP 1]

Findings:

Last Updated: Spring 2019

Updated annually each spring

Engagement

- * Chronic absenteeism, Attendance and Graduation rate has improved, however all three areas could use additional support.

Academic achievement

- * Overall assessment data shows a majority of students/subgroups are not meeting or exceeding standards in all assessed areas. However, incremental growth seen in i-Ready reading and math.

Climate

- * Majority of CBC students do not like school, nor do they feel successful at school.

Possible Reason for Findings:

Last Updated: Spring 2019

Updated annually each spring

Engagement

- * student population already disenfranchised from education system
- * transportation issues
- * family and employment obligations
- * online access
- * behavioral health challenges
- * executive functioning/life skills challenges
- * lack of transition support
- * family challenges after Camp Fire

Academic achievement

- * past and current low attendance rates and achievement levels
- * lack of intervention support accountability
- * most students were enrolled as 12th graders, this placement negatively affected graduation rate

Climate

- * students returning to an academic routine after not finding success in a traditional school setting and/or being out of school for a number of years

* lack of dedicated student work space away from teacher conference areas

Need Statement(s) Based on Findings:

Last Updated: Spring 2019

Updated annually each spring

Engagement

- * Tier II PBIS procedures will be clearly defined.
- * Provide transitional specialist support

Academic achievement

- * [CSI identification] Change grade level assignment process from placing students in a grade level according to age to a process where students are assigned a grade level according to credits earned.
- * Systems will be put in place for students to access interventions.

Climate

- * New facility will address issues of space configurations between student work space and teacher conference areas.

ENGAGEMENT

Last Updated: October 2019

Spring 2019

- * Attendance: 79.37% (-7.67%)
- * Chronic Absenteeism: 63% (+16%)
- * Graduation Rate: One Year CA Dashboard Rate: TBD% (baseline)
- * Dropped Out or Did Not Re-enroll: TBD% (%)

Spring 2018

- * Attendance: 87% (increased 7%)
- * Graduation Rate DASS One Year Cohort Following 90-Day Enrollment Rules: 21.9% (increased 10.8%)

* Too few students to report, however, performance does not indicate any equity gaps.

* GOAL NOT MET

Note: While CBBC did not meet their LCAP goal, they reduced the distance from standard significantly in 2018-2019.

11th Grade EAP Math:

15 Students; Meeting or Exceeding Standards: 0% (no change)

* Distance from Standard: -198 points (no change)

* GOAL NOT MET

Low Income

* 14 Students; Meeting or Exceeding Standards: 0% (no change)

* Distance from Standards -199 (no change)

* GOAL NOT MET

EL Meeting or Exceeding Standards:

* NA

Foster/Homeless Meeting or Exceeding Standards:

* Too few students to report, however, Distance from Standard indicates this group should be monitored for potential equity gaps.
* Concepts and Procedures (basic skills) has been determined to be the area of most need LEA wide, including student groups.

* GOAL NOT MET

Disability Meeting or Exceeding Standards:

* Too few students to report, however, Distance from Standard indicates this group should be monitored for potential equity gaps.	* Concepts and Procedures (basic skills) has been determined to be the area of most need LEA wide, including student groups. * GOAL NOT MET • ----- ELPAC: * Too few students to report publicly. Students are classified as long-term and require extensive support. * Staff create and monitor individual academic support plans that are updated at least biannually. • ----- Physical Fitness Test: Too few students to report publicly.
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Local Achievement	Last Updated: October 2019 IREADY READING OVERALL: Fall 2019 * 60 students; 18% Meeting or Exceeding Standards IREADY READING STUDENT GROUPS Socioeconomically Disadvantaged * 47 Students; 15% Meeting or Exceeding Standards English Learners: Too few students to report publicly. Foster/Homeless Youth: Too few students to report publicly. These students are performing at a comparable rate to the overall student population. Students with Disabilities: Too few students to report publicly. These students are not performing at a comparable rate to the overall student population.
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WRITE SCORE: Fall 2019 * Organization/Purpose 2 out of 4 points * Evidence / Elaboration 1.7 out of 4 points * Conventions 1.05 out of 2 points * Overall 4.75 out of 10 points WRITE SCORE OVERALL * 20 students; 15% Meeting or Exceeding Standards WRITE SCORE STUDENT GROUPS Socioeconomically Disadvantaged * 16 students; 13% Meeting or Exceeding Standards English Learners: No students tested. Foster/Homeless Youth: Too few students to report publicly. These students are not performing at a comparable rate to the overall student population. Students with Disabilities: Too few students to report publicly. These students are not performing at a comparable rate to the overall student population.	----- •
	IREADY MATH OVERALL: Fall 2019 * 54 students; 0% Meeting or Exceeding Standards IREADY READING STUDENT GROUPS Socioeconomically Disadvantaged * 41 Students; 0% Meeting or Exceeding Standards

English Learners: Too few students to report publicly. These students are performing at a comparable rate to the overall student population.

Foster/Homeless Youth: Too few students to report publicly. These students are performing at a comparable rate to the overall student population.

Students with Disabilities: Too few students to report publicly. These students are performing at a comparable rate to the overall student population.

IREADY READING OVERALL: Winter 2018

Grades 9-12; 82 students

* 15% Meeting or Exceeding Standards (+10%)

IREADY READING STUDENT GROUPS

Socioeconomically Disadvantaged

* 74 Students

* 12% Meeting or Exceeding Standards (+7%)

Students with Disabilities

* Too few students to report publicly

Foster/Homeless Youth

* 17 Students

* 6% Meeting or Exceeding Standards (No Change)

WRITE SCORE: Winter 2018

* 43 students assessed

* Organization/Purpose 1.34 out of 4 points

* Evidence / Elaboration 1.20 out of 4 points

* Conventions 0.64 out of 2 points

* Overall 3.18 out of 10 points

WRITE SCORE OVERALL

* 14% Meeting or Exceeding Standards

WRITE SCORE STUDENT GROUPS

Socioeconomically Disadvantaged

* 39 Students

* 15% Meeting or Exceeding Standards

Students with Disabilities

* Too few students to report publicly

Foster/Homeless Youth

* Too few students to report publicly

Notes:

* Change cannot be determined as too few students were assessed in Fall 19. Winter data is a more accurate indication of overall student performance.

Climate

Last Updated: October 2019

2018-2019

Unduplicated Suspension rate: 0% (maintained)

2019 Winter Climate Survey
* TBD

2017-2018
Suspension rate: 0% (maintained)

Winter 2018 PBIS Climate Survey
* Overall: 89%; 66 student responses (increased 1%)
* Lowest Areas: I like school. 69%; I feel successful at school. 77%

SPSA STRATEGIES AND ACTIONS

GOAL 1: All students will be prepared to transition successfully into subsequent educational levels and the workforce.

startcollapse

Strategy 1: CBBC will provide professional development aligned to instructional program.				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
PD	Principal/ Staff	Implementation data, credits earned, grad rates	\$4008 S & C for EL, FY and LI	
Successes:				
Challenges:				
Next Year's Plan:				

Strategy 2: Transitions: Student Birth Certificates and ID's for college & career readiness				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Transitions: Legal documents	All staff	transition data, incl employment	\$500 S & C for FY and LI	
Successes:				
Challenges:				
Next Year's Plan:				

Strategy 3: LEA funded academic and data professional learning and coaching				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Off site training and conferences	LEA/ site	implementation, achievement and PLC data	\$38,400 LEA Title I \$17, 479 LEA Title II	
Aeries and Site Council Support	LEA/ site	implementation, behavior, PLC data	\$29,194 LEA Title I	
PD and coaching staff and coordination of services	LEA/ site	implementation, behavior, PLC data	\$152,393 LEA CSI 1.6 FTE \$23,780 LEA Title I .15 FTE	
PD & coaching staff				
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 4:					Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
					Successes:				
					Challenges:				
					Modifications to				
					Next Year's Plan:				

Strategy 5:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				

Challenges:	
Modifications to Next Year's Plan:	

Strategy 6:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 7:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 8:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 9:				
Expenditure Description		Position Responsible	Evaluation Tools (Metric)	Expenditure
Successes:				
Challenges:				
Modifications to Next Year's Plan:				
Continue/ Discontinue				

Strategy 10:				
Expenditure Description		Position Responsible	Evaluation Tools (Metric)	Expenditure
Successes:				
Challenges:				
Modifications to Next Year's Plan:				
Continue/ Discontinue				

GOAL 2: All students will learn in safe, consistent, nurturing environments.

startcollapse

Strategy 1: PBIS Incentives and supplies to increase student and family engagement				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
PBIS incentives/trainings	Principal	Decreased dropout, increased climate and attendance	\$1250	S & C for EL, FY and LI
Successes:				
Challenges:				
Modifications to				
Next Year's Plan:				

Strategy 2: Maintain additional certificated staff to meet the needs of our at-risk young adults and increase engagement.				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Decrease student: teacher ratio	Principal	Climate, attendance and dropout data	\$103,221	.9405 FTE Teacher S & C for EL, FY and LI
Decrease student: teacher ratio	Principal	Climate, attendance and dropout data	\$20,997	.1856 FTE Teacher (low income students age 17 and under) Title I
Successes:				
Challenges:				
Modifications to				

Next Year's Plan:	
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Strategy 3: BASE Education - an online Social Emotion Learning program to support school staff in understanding the challenges faced by students and to determine the best way to help them. The system sends alerts when "fire" words (warning words) have been used by students.				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
BASE Education	Platform/teacher	usage, attendance and dropout data	\$3150 Other (NVFC Grant)	
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 4: Maintain additional certificated staff to build program capacity to meet the needs of our at-risk young adults and increase engagement.				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Implementation of internships	Principal/teacher	Climate, attendance, dropout data	\$49,212 .2 FTE Internship implementation teacher .2 FTE Internship implementation oversight- principal [Site allocation- CSI]	
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 5: LEA provided push in PD (systems, engagement, climate and data)

Expenditure Description	Position Responsible	LEA/site	implementation, behavior and climate data	Expenditure	Continue/ Discontinue
PBIS, MTSS, systems PD					
Successes:					
Challenges:					
Modifications to Next Year's Plan:					

Strategy 6:					
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue	
Successes:					
Challenges:					
Modifications to Next Year's Plan:					

Strategy 7:					
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue	
Successes:					
Challenges:					
Modifications to Next Year's Plan:					

Strategy 8:					
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue	
Successes:					

Challenges:	
Modifications to Next Year's Plan:	

Strategy 9:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				
Challenges:				
Modifications to Next Year's Plan:				

Strategy 10:				
Expenditure Description	Position Responsible	Evaluation Tools (Metric)	Expenditure	Continue/ Discontinue
Successes:				
Challenges:				
Modifications to Next Year's Plan:				



Emailed to Members 12-4-19

Come Back Butte Charter

Special Education Enrollment Process

2019-29

- When an enrolled student identifies themselves as having previously received SpEd services, the Admin Assistant notifies the SpEd teacher.
- SpEd teacher will be invited to meet student.

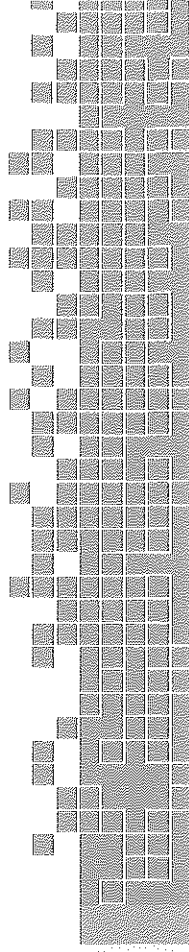
Admin Assistant will:

- Log and send a records request to previous school.
- A second request will be made if records are not received within four days.
- Log onto SEIS and Request a Transfer to Come Back

Resource Teacher will:

- Review IEP to determine services needed,
- After i-Ready has been completed, meet with teacher about appropriate curriculum placement,
- Review goals and objectives with student and teacher,
- Schedule time to work with student,
- Schedule IEP, as needed

Finish what you started at Come Back Butte Charter.



2018-2023 Butte COE English Learner Master Plan

Stakeholder Presentation

Desired Outcomes

Per Education Code:

1. English Learners acquire full proficiency in English as rapidly and effectively as possible.
2. English Learners meet state standards for academic achievement.

Staff will strive to

- be responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of English learners.
- value and build strong family, community and school partnerships.
- provide engagement in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

Continued

provide resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

provide a coherent, articulated, and aligned set of practices and pathways across grade levels... early childhood ... through to reclassification, graduation, higher education, and career opportunities.

Progress monitoring continued

Second year progress monitoring involves staff coming back to evaluate data and effectiveness.

- Not making progress: Refer to Student Study Team
- Data further monitored and evaluated to determine effectiveness of interventions

Initial Identification of Students

Upon initial enrollment in a California public school, each student's primary language shall be determined through use of the state mandated Home Language Survey (HLS).

Parent Notification of Assessment Results

Within 30 calendar days following receipt of the results from the test contractor, the Student Programs and Services Office will send an Annual Parent Notification Letter informing parents of their child's test results.

English Language Development Standards

- The ELD Standards will guide the English language development of English Learners in grades TK-12.
- EL's at all English proficiency levels and at all ages require both ELD integrated into classroom instruction and specialized attention to their particular language learning needs, or designated ELD

Performance Expectations

Performance Evaluation Tools:

- SOLOM (local evaluation rubric)
- English Language Proficiency Assessment of CA (ELPAC)
- Smarter Balanced Assessment of CA (SBAC)
- Local Benchmarks (iReady/Write Score)
- Academic Support Plans

Fair and Equal Access

Students receiving ELD instruction shall be provided with fair and equal access to special services such as: Special Education, Alternative Education, and extracurricular activities, as applicable to specific programs.

Goal #	Goals/action/services	State Priority	Source	Escape Fiscal Strand	Budget	Notes	Population Served	Notes	Balance
1	All BCOE students will be prepared to transition successfully into subsequent educational levels and the work force. Use 2801 for Site (LCAP Goal #1)								
	Ⓐ Action 1a: Provide access to online curriculum: Edgenuity on-line curriculum. Year three of three-year contract.	2, 4, 5, 7, 8	Base		\$7995	Ⓐ 5800: Professional/ Consulting Services and Operating Expenditures	All	Modified Action	
			Lottery		\$6406	Ⓐ 5800: Professional/ Consulting Services and Operating Expenditures	All	Modified Action	
	Ⓐ Action 1b: Subscription fees of previously purchased devices. (Hot Spot subscriptions)		Other: NVCF	01-9031-0-5900-4110-1000-2801-2207	\$3000	Ⓐ 5000-5999: Services and Other Operating Expenditures Ⓐ This was Action 2, modified and included in Action 1 Ⓐ Monthly charge \$250 (beginning July 2020)	All	• Payment sent 7/10/19: \$250 • Payment sent 8/1/19: \$250 • Payment sent 9/1/19: \$250 • Payment Sent 10/1/19: \$250	\$3000 \$2750 \$2500 \$2250 \$2000
	Ⓐ Action 3: Maintain current technology		--		\$0	Ⓐ Technology supported through IT	All	Modified Action	
	Ⓐ Action 4: CBBC will provide professional development aligned to instructional program.		S&C		\$4008	Ⓐ 5800: Professional/ Consulting Services and Operating Expenditures Ⓐ IS Conference	EL Foster Low Income	Modified Action	
			Base		\$1000	Ⓐ 5000-5999: Services and Other Operating Expenditures Ⓐ PD/travel for internship implementation	EL Foster Low Income	Modified Action	
	Ⓐ Action 5: CTE Office/Director of Alternative Ed will provide direct support and professional development for principals and transition specialist to implement individualized learning plans and internships opportunities. Sites will support students in obtaining legal documents for employment.		Other		\$0	Ⓐ Not Applicable – Big Picture Learning – No site expense to incur. CTE expenditure for support staff provided for all BCOE schools is documented in the BCOE LCAP, goal 1.	All	Modified Action	
			S&C		\$500	Ⓐ 4000-4999: Books and Supplies Student Birth Certificates and ID's for college & Career readiness	All	Modified Action	
	Ⓐ Action 6: Provide students with planners		--		\$0	Ⓐ Will not be continued – Students are using calendars in Edgenuity	All	Modified Action	

Goal #	Goals/action/services	State Priority	Source	Escape Fiscal Strand	Budget	Notes	Population Served	Notes	Balance
	engagement/climate support. b. LEA Student Programs and Educational Support DA Team will provide coaching and site-based professional learning opportunities e.g., MTSS, engagement, UDL, math/ELA c. LEA provided off-site training and conference options, as aligned with the strategic plan. d. LEA [C&I] provided PD Support Data & Assessment Management and SSC Training & Compliance					☞ [LEA CSI Reservation] ☞ PD & Coaching Staff; ☞ 1.6 FTE; ☞ Documented in BCOE LCAP Goal 1			
			Title II		\$0	☞ 5000-5999: Services and Other Operating Expenditures ☞ [LEA Centralized Services] Off-site training and professional learning, documented in BCOE LCAP Goal 1	All	New Action	
			Title I		\$0	☞ 1000-1999, 3000-3999: Certificated Salaries and Benefit ☞ [LEA Centralized Services – Title I, Part A] ☞ .15 FTE CI Director, Data & Assessment, documented in BCOE LCAP Goal 1	All	New Action	
			Title I		\$0	☞ 2000-3999: Classified Salaries and Benefits ☞ [LEA Centralized Services - Title I, Part A] ☞ .10 FTE Categorical Programs Coordinator, SSC training and TI Parent Meeting ☞ .05 FTE SIS Specialist, Aeries Parent Portal Training/Support ☞ .10 FTE SIS Coordinator Aeries Analytics Training/Support ☞ Documented in BCOE LCAP Goal 1	All	New Action	
☞	Action 14: The LEA will provide technical assistance to support site with compliance, data and assessments. This includes providing Technical Assistance to LEAs in Butte County that have		Title I		\$0	☞ (1000-1999, 3000-3999: Certificated Salaries and Benefits) ☞ [LEA Centralized Services – Title I, Part A] ☞ .15 FTE C&I Director, EL, data, Assessment support;	All	New Action	

Goal #	Goals/action/services	State Priority	Source	Escape Fiscal Strand	Budget \$ Amount	Notes	Population Served	Notes	Balance
2	All BCOE students will learn in safe, consistent, nurturing environments.			Use 2802 for Site (LCAP Goal #2)					
	☞ Action 1: Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings.	1, 3, 6	S&C		\$1250	☞ 4000-4999: Books and Supplies ☞ PBIS Incentives and supplies to increase student and family engagement	All	- Modified Action \$125 per event: \$75 food, \$50 giveaway 1. September: sandwich bar a. 9-26-19 \$43.55 2. October: nacho a. 10-24-19 \$63.13 3. November: Chili Cook-Off 4. December: pizza (E House only?) 5. January: hot dogs and chili 6. February: Soup and baguette bar 7. March: Italian: pastas & salads 8. April : taco bar 9. May: Forebay Trip w/ pizza 10. June (Graduation)	\$1250 \$1206.45 \$1143.32
	☞ Action 2: School sites will maintain student attendance and behavior support with Aeries contract and training: Intervention and Discipline (behavior support)		Title I		\$0	☞ 2000-3999: Classified Salaries and Benefits [LEA Centralized Services - Title I-Part A] ☞ Documented in BCOE LCAP, Goal 2, Action 3	All	Modified Action	
	☞ Action 3: Maintain additional certificated staff to meet the needs of our at-risk young adults and increase engagement.		S&C		\$103,221	☞ 1000-1999, 9000-3999: Certificated Salaried and Benefits ☞ .9405 FTE Teacher support to support to reduce student:teacher ratio to improve attendance and engagement.	All	Modified Action	

Goal #	Goals/action/services	State Priority	Source	Escape Fiscal Strand	Budget \$ Amount	Notes	Population Served	Notes	Balance
	 Action 8: Maintain additional certificated staff to build program capacity to meet the needs of our at-risk young adults and increase engagement.		Federal		\$49,212	 1000-1999, 3000-3999: Certificated Salaried and Benefits  [CBBC-CSI]  .2 FTE Internship implementation-teacher  .2 FTE Internship implementation oversight - principal		New Action	

CBBC LCAP Stakeholder Survey 2019-20

* Required

1. What is your role at Come Back? *

Mark only one oval.

- ☐ Student (16 or 17 years old)
☐ Student (18 and older)
☐ Parent/Guardian
☐ Staff
☐ Community Partner
☐ Other

Section 1

Please rate each of the following statements.

2. The school is safe, clean and in good repair. *

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

3. Instruction is aligned with the State Standards and provides a high quality education for students. *

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

4. Standards aligned instructional materials are provided for all students. *

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

5. I am valued as an important partner in education. *

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

6. My input is actively sought after for decisions regarding education. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

7. Students are actively engaged in their learning. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

8. Students are supported in developing their learning plans. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

9. Graduated are prepared to meet college and/or career goals. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

10. The school communicates regularly with parents/guardians, when needed. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

11. There are plenty of opportunities for parent involvement/input. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

12. The school provides support for English Language Learners to achieve academic standards. **Mark only one oval.*

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐
Strongly Agree					

13. For non-students: To me, the most important topic for student success is (check all that apply). *

Check all that apply.

- ☐ Education and Academic Assistance
- ☐ Positive Self-Esteem
- ☐ Decision Making
- ☐ Stress and/or Anxiety Management
- ☐ Healthy Friendship Relations
- ☐ Sports, Fitness and Recreation
- ☐ Workforce Readiness
- ☐ Financial Aid/College Prep
- ☐ Self-Control/Anger Management
- ☐ Family & Healthy Relationships
- ☐ Organization and Time Management

14. For non-students: What recommendations do you have to increase and/or improve services at Come Back Butte Charter?

15. For non-students: Additional comments or questions

Section 2 - For Students Only

If you are not a student, please go to the bottom and submit.
For students, please rate each of the following statements.

16. I feel safe at school.

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐ Strongly Agree

17. People listen to me here.

Mark only one oval.

	1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐	☐ Strongly Agree

18. The school staff assists me in reaching my personal and academic goals.*Mark only one oval.*

1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐
				Strongly Agree

19. I have a positive relationship with one or more people on the school staff.*Mark only one oval.*

1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐
				Strongly Agree

20. The schoolwork I am assigned is important to my life and my long term goals.*Mark only one oval.*

1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐
				Strongly Agree

21. Student behavior expectations are clear.*Mark only one oval.*

1	2	3	4	5
Strongly Disagree	☐	☐	☐	☐
				Strongly Agree

22. Have you attended one or more Pot Luck Student/Family Engagement activities this year.*Mark only one oval.*

☐ Yes
☐ No

23. If you answered "no" to the previous question please share why you have not attended the pot lucks and give some suggestions that might persuade you to attend.

24. The most important topic for my success is (click all that apply).

Check all that apply.

- ☐ Education and Academic Assistance
- ☐ Positive Self-Esteem
- ☐ Decision Making
- ☐ Stress and/or Anxiety Management
- ☐ Healthy Friendships and Relationships
- ☐ Sports, Fitness and Recreation
- ☐ Workforce Readiness
- ☐ Financial Aid/College Prep
- ☐ Self-Control/Anger Management
- ☐ Family & Healthy Relationships
- ☐ Organization and Time Management

25. Please give suggestions about how the school could provide a stronger educational program.

26. Please list the ways that Come Back Butte Charter has helped you both personally and academically.

27. Any thing else you'd like to share about your experience at Come Back Butte Charter?

Part 1, page 3

All students at CBBC are served exclusively in partnership with Northern Rural Training and Employment Consortium (NoRTEC), the local administrator of Workforce Investment Act (WIA) programs, as required by Education Code §47612.1. WIA is a federally funded program designed to promote an increase in employment, job retention, earnings, and occupational skills improvement by participants.

Program Components, page 12

Partnerships – CBBC programs are strengthened through collaboration with a variety of community partners including mentors, businesses, and workites that partner with CBBC teachers, students, and parents. The dynamics among these groups are critical to the planning, implementing, and design of CBBC, as agency and community partners are vital to the academic progress and meaningful learning experiences for CBBC students.

CBBC partners and collaborates with local law enforcement and agencies that serve the target population, such as the Butte County Sheriff's Office, Butte County Probation Department, the Butte Community-Based Coalition (BCBC), Northern Rural Training and Employment Consortium NoRTEC and local youth and foster care service agencies in order to optimally support students with their educational, vocational and life goals. These agencies refer participants from their programs to CBBC for enrollment. The Alliance for Workforce Development (AFWD) is a member of NoRTEC. NoRTEC was established to address the needs of job seekers and businesses in order to create jobs and encourage economic prosperity in our community. As a member of the consortium, AFWD provides CBBC students with life skills, staff assisted services, skills upgrades and training & career training opportunities that help students connect with employers and enhance the quality of their workforce skills.

Part 3, page 6

The mission of Come Back Butte Charter (CBBC) is 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.

At CBBC, students participate in programs to earn a high school diploma, high school equivalency, or successfully pass the California High School Proficiency Exam.

CBBC seeks to develop literate, educated thinkers and achievers who exhibit the following:

- A desire to pursue knowledge
- A desire for continued education and training
- Motivation and ability for lifetime learning
- Self-respect
- Respect for others
- Ability to apply facts and theories to solve problems
- Ability to participate productively in the economy and their community
- Skills to be employable in today's workplace

The purpose of CBBC is to reduce the dropout rate in Butte County and support students who have not been well served by traditional school models. CBBC develops an Individual Learning Plan for every student that details the steps required steps to achieve a high school diploma or equivalency. CBBC provides a safe learning environment in which communication and success are fostered and accomplishments are celebrated.

The CBBC vision is: Transforming lives through exemplary education and vocational training.

CBBC utilizes a hybrid model of instruction that includes: (1) independent study as the primary instructional delivery model to allow for requisite individualization and (2) classroom instruction, small group instruction and learning labs when direct instruction is appropriate for intervention, and career and vocational training.

Part 3, page 7

Building trust takes time. Students who were unsuccessful in high school need to reactivate their “academic brains” and change their focus to include academic success. Many students who walk into CBBC are uneasy and unsure, taking a risk of failure once again. CBBC staff provides incoming students with a welcoming environment where new beginnings are possible. Providing a safe environment and building relationships with students begins again as each new student walks through the door. CBBC staff is committed to increasing the number of high school graduates in Butte County and supporting students who have not been successful in traditional school models.

Part 3, page 8

Student success is supported by the CBBC philosophy, which includes the following components:

- Tailoring education programs to meet the individual needs of each student
- Assessing students on an on-going basis
- Hiring, supporting, and continuously training high-quality teachers and staff
- Working closely with students and county partners to assure full support for student success
- Establishing staff accountability for producing positive outcomes
- Identifying interests, life goals and discovering career options aligned to interests and goals