

LCAP CAC Sign in

Date: September 10, 2019

Name	Agency	Member	Non-Member
Janis Delgado	BCOE-CBBC	X	
Lorena meda	AFWD	x.	
Ruby Gottenbos	Cbbc-Student	X	
Ernesto Telly	BCOE-BCBC	x	
Mathy McGuire	BCOE-CBBC	X	
Robin Indar	CBBC		X
Mr. Hbbkeli	CBBC		X
Sue Kruse	BCOE		X

Membership:

Chair Person - Janis Delgado, Vice Chair - , Secretary - ,
Community Members - , Student - _____

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

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 September 10, 2019 meeting, in the following locations:

Location	Posted by	Date posted
Come Back Butte Charter 2350 Lincoln Street Oroville, CA 95966	Janis Delgado	August 27, 2019
BCOE 1859 Bird Street Oroville, CA 95965	Judy Bushnell	August 28, 2019
Come Back Butte Charter Web Site Bcoe.org/o/cbbcs	Janis Delgado	August 27, 2019

Janis Delgado

Janis Delgado, Principal

Come Back Butte Charter

From: [Judy Bushnell](#)
To: [Janis Delgado](#)
Subject: RE: please post
Date: Wednesday, August 28, 2019 2:35:05 PM

Notice for the SSC Meeting on 9.10.2019 has been posted at
BCOE
1859 Bird Street
Oroville, CA 95965
Posted in front and rear entrances of the building.

Judy

From: Janis Delgado
Sent: Wednesday, August 28, 2019 1:56 PM
To: Judy Bushnell <jbushnell@bcoe.org>
Subject: please post

Please post the attached meeting agenda and then respond to this email
when 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
LCAP/CAC
2019-20

Norms

- Start on time
- End on time
- Focus on the student success
 - Data driven decisions
 - Shared leadership
 - Celebrate everything!

Come Back Butte Charter School Site Council Meeting Agenda 5/21/2019

5 County Center Drive, Oroville, CA 95965 Time: 2:00-4:00

Minutes are draft until approved

Date of approval: 9-10-19

Time: 2:00-2:05

Topic: Welcome & Introduction/Review Group Norms/ Public Comment

Desired Outcome: Information

Presenter: Janis Delgado

Action: Information

Notes: Janis opened the meeting at 2:05 and introductions were made. Student and Lorena, from AFWD, joined the SSC for their first meeting.

Time: 2:05-2:10

Topic: Review Current Agenda

Desired Outcome: Accept or Revise Agenda

Presenter: Janis Delgado

Action: Approval, if revised

Notes: No revisions needed

Time: 2:10-2:20

Topic: Review April 23, 2019 Meeting Minutes

Desired Outcome: Approve/Revise previous meeting minutes

Presenter: Janis Delgado

Action: Approval of Submitted or revised previous meeting minutes

Notes: Matt made a motion to approve the minutes as presented; Roger seconded the motion; motion carried.

Time: 2:20-2:25

Topic: 2019-2020

Topic: 2019-20 SSC Roster

Desired Outcome: Information

*Norms: * Start on time, end on Time * Focus on student Success * Data driven decisions **

*Shared leadership * Celebrate everything!*

Come Back Butte Charter School Site Council Meeting Agenda 5/21/2019

5 County Center Drive, Oroville, CA 95965 Time: 2:00-4:00

Presenter: Janis Delgado

Action: Information

Notes: Janis presented the 2019-20 SSC Roster with the membership terms.

Time: 2:25-3:00

Topic: School-Parent Compact 2019-20

Desired Outcome: Review, revise and approve School-Parent Compact

Presenter: Janis Delgado

Action: Approval

Notes: Janis presented the draft CBBC 2019-20 School-Parent Compact for review, small revisions were made. Ernesto made a motion to approve the Compact with revisions; Roger seconded the motion, motion carried.

Time: 3:00-3:15

Topic: Site Parent/Family Engagement Policy 2019-20

Desired Outcome: Review, revise and approve Site Parent/Family Engagement Policy

Presenter: Janis Delgado

Action: Approval

Notes: Janis distributed the Site Parent/Family Engagement Policy for 2019-20. Roger made a motion to approve the policy with the knowledge that we the SSC will review annually; Ernesto seconded the motion; motion carried.

Time: 3:15-3:25

Topic: LEA Strategic Plan

Desired Outcome: Stakeholder Informational

Presenter: Susie Kruse

Action: N/A

Notes: Susie presented an overview of the LEA Strategic Plan and an explanation of elements included in the plan.

*Norms: * Start on time, end on Time * Focus on student Success * Data driven decisions **

*Shared leadership * Celebrate everything!*

Come Back Butte Charter School Site Council Meeting Agenda 5/21/2019

5 County Center Drive, Oroville, CA 95965 Time: 2:00-4:00

Time: 3:25-3:35

Topic: 2019-2020 LCAP/Annual Update/SPSA/CSI Plan/LEA T1 Reservations

Desired Outcome: Review, revise and approve 2019-20 LCAP, Annual Update and CSI Plan

Presenter: Janis Delgado

Action: Approval

Notes: Janis presented the LCAP including the SPSA actions, and the CSI Plan. Members' questions were addressed and no revisions were requested. Matt made a motion to approve the LCAP/Annual Update, Title 1 Activities and CSI Plan as presented; Roger seconded the motion, motion carried.

Time: 3:35-3:40

Topic: PBIS Update

Desired Outcome: PBIS Updates

Presenter: Janis Delgado

Action: Information

Notes: Janis explained that there is a need to work on how the school responds to students that come to their appointments impaired by drugs or alcohol. This is being addressed with the PBIS Coordinator and Janis will report back during the year on policies and procedures to eliminate or reduce the occurrence of this behavior.

Time: 3:40-3:45

Topic: Sub-Group Update

Desired Outcome: Sub-Group Updates

Presenter: Janis Delgado

Action: Information

Notes: This section will be an ongoing agenda item to share out subgroup data and/or information.

Time: 3:45-3:50

Topic: ACE Update

Desired Outcome: ACE Updates

Presenter: Janis Delgado

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Come Back Butte Charter School Site Council Meeting Agenda 5/21/2019

5 County Center Drive, Oroville, CA 95965 Time: 2:00-4:00

Action: Information

Notes: This section will also be included in each LCAP/CAC agenda. Janis shared the Action Plan Comparison chart to show how activities meet the requirements of the charter and the LCAP.

A - Academic

C - Community

E - Engagement

Time: 3:50-4:00

Topic: Site Council Survey/Annual Evaluation of Parent/Family Engagement

Desired Outcome: stakeholder Feedback

Presenter: Susie Kruse

Action: Receive stakeholder feedback

Notes:

Effective Strategies:

Personal Identification documentation assistance, community agency cooperation and support; postcards for student achievement, assessment completion, activity reminders; reminders for assessments; career pathways exploration; Potlucks were sporadically attended, so changes for next year will include additional parent/family supports/trainings on a variety of topics. Texting students/parents has appeared to encourage students to login to Edgenuity and remind students about their appointments. Grandma Shirley makes phone calls for student appointment reminders. Building relationships/community with parents as they come in with their students.

Barriers:

Childcare, cost of travel to trainings, parents not understanding the program; Parents not having a system to gain access to their students attendance.

Suggested Activities:

BCOE van to pick up parents/family members for trainings; Parent Portal through AERIES slated to happen next year; trainings for parents on Parent Portal in Aeries

Adjourned at 3:23 p.m.

*Norms: * Start on time, end on Time * Focus on student Success * Data driven decisions **

*Shared leadership * Celebrate everything!*

Approved 9-10-19

**COME BACK BUTTE CHARTER
SCHOOL SITE COUNCIL BYLAWS**

Article I: Duties of the Come Back Butte Charter Site Council

The Come Back Butte Charter School Site Council shall carry out the following duties:

- Obtain recommendations and review the annual Come Back Butte Charter Single Plan for Student Achievement (SPSA: a plan of action to raise the academic performance of all students).
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the Come Back Butte Charter SPSA and expenditures to the Superintendent of the Butte County Office of Education for approval.
- Provide ongoing review of the implementation of the Come Back Butte Charter SPSA.
- Make modifications to the Come Back Butte Charter SPSA for the Superintendent of the Butte County Office of Education approval whenever a material change is made in planned activities or related expenditures.
- Annually evaluate the progress of the Come Back Butte Charter.
 - SPSA toward raising the academic achievement of all students.
- Carry out all other duties assigned to the Come Back Butte Charter School Site Council by the Superintendent of the Butte County Office of Education and by state law.

Article II: Members

Section A: Composition

The Come Back Butte Charter School Site Council shall be composed six members selected by their peers, as follows:

2	Classroom Teachers	2	Parents and/or community representatives
1	Principal	1	Student
3	Total	3	Total

In addition, the Come Back Butte Charter students will select an additional student to serve as an alternate member of the school site council.

Section B: Selection Procedures

Openings will be posted at the school site, announced at faculty meetings, and/or through the school's website. Anyone representing a specific category may volunteer for the position. Final selection and approval will be completed as follows:

Teachers who are selected will be approved by their peers either by email voting, signatures on a ballot, at a faculty meeting, or by the current internal process of the school. Parent and or community members who are selected will be approved by ballot, through the school newsletter, or by the current internal process of the school. Selected parent representatives may be employees of the Butte County Office of Education as long as they are not employed at Come Back Butte Charter.

Section C: Term of Office

Come Back Butte Charter School Site Council members shall be selected for two (2) year terms. Half, or the nearest approximation thereof, of each representative group shall be selected during odd years, and the remaining number selected during even years. At the first regular meeting of the school calendar year of the Come Back Butte Charter School Site Council, each member's current term of office shall be recorded in the minutes of the meeting.

Section D: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the Come Back Butte Charter School Site Council. Absentee ballots shall not be permitted. Decisions will be made by majority rules.

Section E: Termination of Membership

The Come Back Butte Charter School Site Council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member for the following reasons:

- The member can no longer uphold the duties for which they were selected.
- The parent /community member no longer resides in the school attendance boundaries.

Any member may terminate his or her membership by submitting a written letter of resignation to the Come Back Butte Charter School Site Council Chairperson.

Section F: Transfer of Membership

Membership on the Come Back Butte Charter School Site Council may not be assigned or transferred.

Section G: Vacancy

Any vacancy on the Come Back Butte Charter School Site Council occurring during the term of a duly selected member shall be filled by: (1) Chairperson appointing the candidate from original selection who obtained the next highest number of votes or (2) new school-wide selection whereby the top vote getter will complete the term of the vacancy or (3) appointment by a majority of the School Site Council.

Article III: Officers

Section A: Officers

The officers of the Come Back Butte Charter School Site Council shall be a Chairperson, Vice-Chairperson, Secretary and other officers the Come Back Butte Charter School Site Council may deem desirable.

The Chairperson shall:

- Preside at all meetings of the Come Back Butte Charter School Site Council and perform all duties incidental to the office.
- Sign all letters, reports and other communications of the Come Back Butte Charter School Site Council.
- Have other such duties as are prescribed by the Come Back Butte Charter School Site Council
- Prepare agenda in consultation with Principal.

The Vice-Chairperson shall:

- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.
- Perform other duties as assigned by Chairperson.

The Secretary shall:

- Keep and take minutes of all regular and special meetings of the Come Back Butte Charter Site Council.
- Transmit copies of the minutes of such meetings to members of the Come Back Butte Charter School Site Council.
- Provide all notices in accordance with Come Back Butte Charter School Site Council Bylaws.
- Be custodian of the records of the Come Back Butte Charter School Site Council.

- Keep a register of the: names, addresses, e-mail and telephone numbers of each member of the Come Back Butte Charter School Site Council, and others with whom the Come Back Butte Charter School Site Council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the Chairperson or the Come Back Butte Charter School Site Council.
- Keep accurate and updated copies of the Come Back Butte Charter School Site Council Bylaws.

Section B: Selection and Terms of Office

The officers shall be selected annually, by members of the Come Back Butte Charter School Site Council and approved at the first meeting of the Come Back Butte Charter School Site Council.

Section C: Removal of Officers

Officers of the Come Back Butte Charter School Site Council may be removed from office by two-thirds vote of all the members.

Section D: Vacancy of Officers

A vacancy in any office shall be filled at the earliest opportunity by a special election of the Come Back Butte Charter School Site Council, for the remaining portion of the term of office.

Article IV: Meetings of the Come Back Butte Charter School Site Council

Section A: Meetings

The Come Back Butte Charter School Site Council shall meet a minimum of four (4) times during the school year. A calendar of meetings of the Come Back Butte Charter School Site Council will be scheduled at the first regular meeting of the school calendar year and distributed to all members. Special meetings of the Come Back Butte Charter School Site Council may be called by the Chairperson or by a majority vote of the Come Back Butte Charter School Site Council.

Section B: Place of Meetings

The Come Back Butte Charter School Site Council shall hold its regular meetings at the school located at 5 County Center Drive, Oroville, CA.

Section C: Notice of Meetings

Written public notice of all meetings shall be given at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: Come Back Butte Charter bulletin boards.

All required notices shall be delivered to Come Back Butte Charter School Site Council and committee members no less than 72 hours, and no more than seven (7) days in advance of the meeting, personally, by mail, or by mail.

Section D: Quorum

The act of a majority of the members present shall be the act of the Come Back Butte Charter School Site Council, provided a quorum is in attendance, and no decision may otherwise be attributed to the Come Back Butte Charter School Site Council. A majority of the members of the Come Back Butte Charter School Site Council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the Come Back Butte Charter School Site Council shall be conducted in accordance with the rules of order established by *Education Code* Section 35147c and *the Democratic Rules of Order* thereof approved by the Come Back Butte Charter School Site Council. All meetings will be considered informal allowing the Chairperson to fully participate. Come Back Butte Charter Site Council will conduct efficient and organized meetings.

Section F: Meetings Open to the Public

All meetings of the Come Back Butte Charter School Site Council shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article. Public input may occur on any item on the current agenda, with prior notification to the Chairperson, not to exceed three (3) minutes per speaker.

Article VI: Amendment

An amendment of these Bylaws may be made at any regular meeting of the Come Back Butte Charter School Site Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to Come Back Butte Charter School Site Council members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Approved by Come Back Butte Charter School Site Council on 9-10-19; revisions approved _____

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

THE GREENE ACT

School/District Councils & English Learners Committees

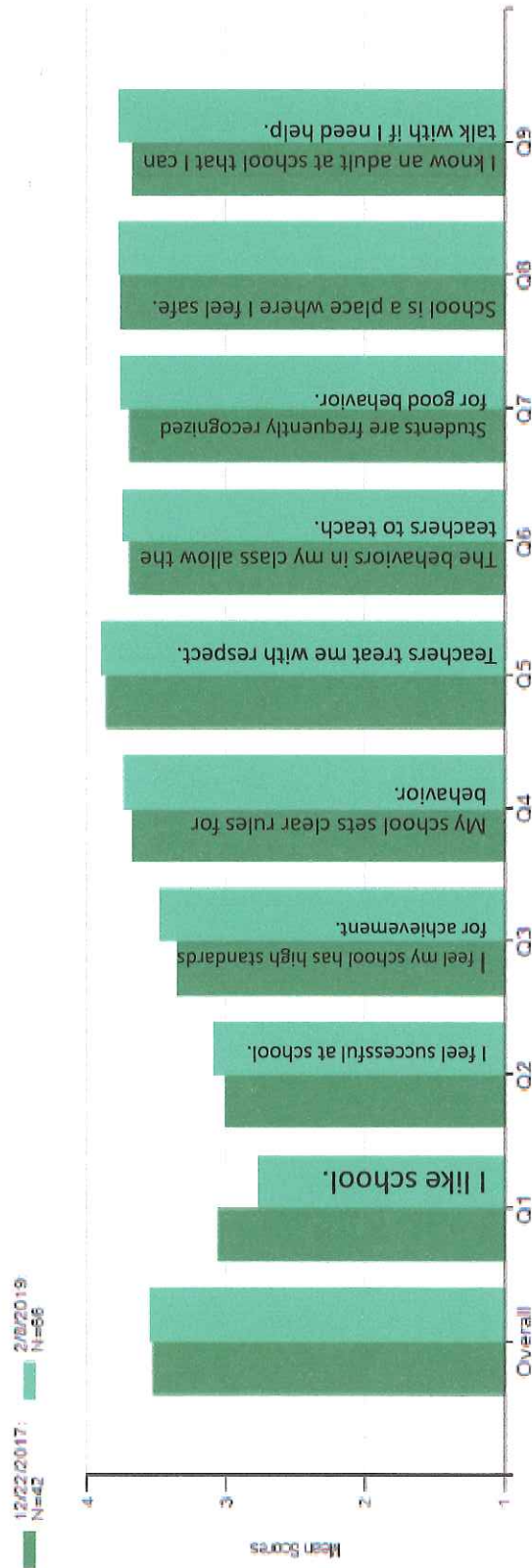
California Education Code §35147(c) & (d)

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

*** Notices and agendas should be posted in an area that is visible to all members of the school community, including parents/guardians.**

Come Back Butte Charter
Oroville, California

School Climate Survey: Middle/High
— Scores By Items —
Come Back Butte Charter: 2017 - 2018



N=Number of respondents

Survey Date	Number of Respondents	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
12/22/2017	N=42	3.53	3.05	3	3.36	3.67	3.86	3.69	3.69	3.76	3.67
2/8/2019	N=66	3.55	2.76	3.08	3.48	3.73	3.89	3.74	3.76	3.77	3.77

To preserve anonymity, responses will not be shown for groups with N < 5. Their data are included in the other reports.

2/11/2019 11:17:00 AM

Goal #	Goals/action/services
1	All BCOE students will be prepared to transition successfully into subsequent educational levels and the work force.
	<ul style="list-style-type: none"> ● Action 1a: Provide access to online curriculum: Edgenuity on-line curriculum. Year three of three-year contract. ● Action 1b: Subscription fees of previously purchased devices. (Hot Spot subscriptions) ● Action 3: Maintain current technology ● Action 4: CBBC will provide professional development aligned to instructional program. ● 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. ● Action 6: Provide students with planners ● Action 7: Two staff professional development days (extra duty) ● Action 8: Maintain Summer session ● Action 9: Replace teacher laptop (exceeded useful life expectancy) ● Action 10: PBIS Student Incentives ● Action 11: LEA will maintain a transition specialist to support students transitioning into college/career settings. ● Action 12: The LEA will purchase/maintain benchmark and diagnostic assessments and intervention systems: i-Ready, Write Score, AERIES Analytics ● Action 13: Professional Development and instructional coaching. <ul style="list-style-type: none"> a. LEA Instructional Innovation Coordinator provides student-centered instructional coaching support for integration of real world learning with content standards, and 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 ● Action 14: The LEA will provide technical assistance to support site with compliance, data and assessments. This includes providing

Goal #	Goals/action/services
	Technical Assistance to LEAs in Butte County that have CSI schools. (using CSI COE funds)

Goal #	Goals/action/services
2	All BCOE students will learn in safe, consistent, nurturing environments.
	<ul style="list-style-type: none"> ● Action 1: Maintain implementation of trauma informed practices with PBIS activities, incentives and trainings. ● Action 2: School sites will maintain student attendance and behavior support with Aeries contract and training: Intervention and Discipline (behavior support) ● Action 3: Maintain additional certificated staff to meet the needs of our at-risk young adults and increase engagement. ● Action 4: 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. ● Action 5: Professional development and behavior coaching: <ul style="list-style-type: none"> a. LEA Student Programs and Educational Support DA Team will provide coaching and site-based professional learning opportunities e.g., MTSS, PBIS, engagement. ● Action 6: School sites will improve parent and family engagement with <ul style="list-style-type: none"> a. increased outreach, family events, and by providing training for parents and staff. ● Action 7: ● Action 8: Maintain additional certificated staff to build program capacity to meet the needs of our at-risk young adults and increase engagement.

CBBC Title I Budget Allocation 2019-20

Preliminary Allocation - Part A	\$21,000.00
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Goal	Description	Account String	Original Allocation	Needs to be revised	Additional Allocation	Balance
1	Teacher Salary 18.56% RH	01-3010-1-1100-1110-1000-2051-2207	20,997.00			\$20,997.00
	TOTALS		\$ 20,997.00		\$0.00	\$20,997.00

Balance \$3.00

Notes:

to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the County Superintendent, or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities
4. Train teachers and administrators to communicate effectively with parents/guardians
5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

Pupils with Exceptional Needs

Pupils with exceptional needs, as defined by EC § 56026, have a right to a free and appropriate public education. If you believe your child is in need of special education services, contact your school principal.

Some pupils with special needs who do not qualify for special education may qualify for assistance under Section 504 of the Rehabilitation Act if he/she has a physical or mental impairment which substantially limits one or more major life activities. The county office has policies and procedures to identify and evaluate any student who may need assistance in his/her educational program or to provide access into county programs. County office 504 Coordinator may be reached at 530-532-5644. Pupils or parents or others who have questions or concerns regarding the Section 504 policy may contact the school office.

Identification and Education Under Section 504 SP 6164.6

The County Superintendent recognizes the need to identify and evaluate children with disabilities in order to provide them with the services required by law.

Butte County Office of Education shall provide a free appropriate public education to students who attend county schools and programs and who are classified as disabled under Section 504 of the Federal Rehabilitation Act of 1973. Such students shall receive regular education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

Identification of Individuals with Exceptional Needs SP 6164.4

The Butte County Board of Education recognizes the need to actively seek out and evaluate Butte County residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The County Superintendent and/or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. The County Superintendent and/or designee shall develop a practical method to ensure that all

Parent Involvement SP 6020

The Butte County Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children 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.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The County Superintendent or designee shall regularly evaluate and report to the Butte County Board of Education on the effectiveness of parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the County Superintendent or designee shall identify specific objectives of the parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The County Superintendent or designee shall ensure that parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how each activity listed in 20 USC 6318 will be carried out.

The County Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how Title I funds will be allotted for parent involvement activities.

The County Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The County Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how schools will address the purposes and goals described in Education Code § 11502.

Regulations Regarding Parent Involvement AR 6020

Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the County Superintendent or designee shall:

- 1) Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan and the process of school review and improvement.
 - a. Establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review

schedule established by the Governing Board

- b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
- 2) Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
 - g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
- 3.) To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:

- a. Barriers to participation in parent/guardian and family member engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy

6. Involve parents/guardians and family members in activities of schools served by Title I. The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in and shall be distributed to parents/guardians of students participating in Title I programs. School-Level Policies for Title I Schools.

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:

- 1) Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved;
- 2) Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement;
- 3) Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school

wide programs.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

- 4) Provide the parents/guardians of participating students all of the following:
 - a) Timely information about Title I programs;
 - b) A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
 - c) If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
- 5) If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the Butte County Office of Education
- 6) Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a) The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b) Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom;; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c) The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

- (1) Frequent reports to parents/guardians on their children's progress
 - (2) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- 7) Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "Strategies for Title I Schools" above
 - 8) To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.

Each school's parent involvement policy shall be made available to the local community and distributed

**Butte County Office of Education
Come Back Butte Charter School
2019-2020 School-Parent Compact**

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:

- 1. 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.
- 2. 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
 - Respond to email and phone messages within a timely manner
 - Make appointments with teacher, when a request is made.
- 3. Engagement:**
 - **Provide students/parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the achievement at school.**
 1. Provide parents and family members opportunities to observe student appointments and workshops.
 2. Provide parents and family members with materials and training to help them improve the academic achievement of their student
 - a. Include, as appropriate, topics identified by parents/ family members

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Come Back Butte Charter School
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- b. Provide trainings and information in a format, and where practicable, a language that parents and family members can understand
- 3. Conduct other activities to encourage and support parents and family members in more fully participating at school.
- **Educate staff members in the value of parent and family member contributions and how to work with them as equal partners**
 - 1. Use CA Department of Education Family Engagement Framework and research-based training materials
 - 2. Schedule 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 my family
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate about my learning and ask for help when needed
- Contact my teacher, promptly, if I need help or have questions with my assignments
- Stay current on school activities and events
- Agree to and follow technology policy.

Title I, Part A School-Level Parent and Family Engagement Policy 2019-20

Come Back Butte Charter

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]). Details about the annual meetings:

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.

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:

- **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
- provides Title I, Part A parents with **materials and training** to help them work with their children to improve their children's achievement.
- 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.
- 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
 - 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 school website.

Please attach the School-Parent Compact to this document.

This policy was adopted by the Come Back Butte Charter on (insert date) and will be in effect for the period of (enter time period the policy is in effect here).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 2019.

Signature of Authorized Official



Barbara Mandelbaum

Date: May 21, 2019

California Department of Education
July 2018

Updated 4/25/2019
SSC Approved 5/21/2019

2019-20

LEA Reservation – 1% Parent and Family Engagement Set-aside

Family engagement in non-traditional and alternative education settings can be a challenge. In some BCOE programs, parents are either involved in non-traditional ways (Independent Study) or students are of adult age. In other alternative education programs, parents may be unable/unwilling to participate in the decision making process at the school level. As such, BCOE schools are charged with the task of finding creative ways to include family members, as well as community stakeholders in decision making for the day to day operation of the schools.

In order to build family engagement capacity, the LEA will support school sites with:

- Creating and implementing a three year family engagement plan
- Engaging students and families in educational topics required as part of Title I funding, as well as topics that are important to family members
- Improving two-way communication with family members
- Providing family members with multiple opportunities to engage with the school
- Providing resources and training to support family engagement efforts

Person responsible: Coordinator of Instructional Innovation and Support in collaboration with site Principals

LEA Title 1, Part A Reservations 2019-20

(2018-19) Rev 8/29/18	Annualized Budgeted Expenses	Description	Object Code/s	Goal Alignment
Set-asides: Admin/Indirect Cost (15% cap), LEA Parent Involvement (1%), Homeless \$150,000	\$304,752			
Professional Development Salaries	\$52,974	.15 FTE CI Director .10 FTE Cat Prog Coordinator (SSC, Title 1 Parent Meeting, trainings) .05 FTE SIS Specialist (Parent Portal) .10 FTE SIS Coordinator (Aeries Analytics)	1900 2300 2400 2300	#1 #2 #2 #1
Technical Assistance Salaries	\$69,480	.15 FTE CI Director .10 FTE Cat Prog Coord .20 Intervention Math Teacher .10 FTE SIS Coordinator (intervention/discipline)	1900 2300 1100 2300	#1 #1 #2 #2
Program Supports (Online Resources)	\$23,414	iReady WriteScore Aeries Analytics/Intervention	5800	#1 #1 #2
Technology	\$0			
Professional Development Activities	\$42,500	Conferences: Big Picture Learning MTSS Student-Centered Coaching Federal Programs Trainings	5200/5800	#1 & #2
LEA T1 Shared Expenses	\$14,591	Mileage, supplies, copies, memberships, equipment, PBIS Support	4300 5200 5300 5700	#2
LEA Reservations Total	\$507,710			

Estimated 2019-20 Allocation (-2% buffer	\$	967,012	Less than expected
Projected 2018-19 Carry-Over	\$	-	15% cap
Projected Total 2019-20 Revenue	\$	967,012	
	2019-20	2018-19	difference
Available funds for sites:	\$	459,301	\$ 0.47

LEA Title 1, Part A Reservations 2019-20

(2018-19) Rev 8/29/18	Annualized Budgeted Expenses	Description	Object Code/s	Goal Alignment
Set-asides: Admin/Indirect Cost (15% cap), LEA Parent Involvement (1%), Homeless \$150,000	\$304,752			
Professional Development Salaries	\$52,974	.15 FTE CI Director .10 FTE Cat Prog Coordinator (SSC, Title 1 Parent Meeting, trainings) .05 FTE SIS Specialist (Parent Portal) .10 FTE SIS Coordinator (Aeries Analytics)	1900 2300 2400 2300	#1 #2 #2 #1
Technical Assistance Salaries	\$69,480	.15 FTE CI Director .10 FTE Cat Prog Coord .20 Intervention Math Teacher .10 FTE SIS Coordinator (intervention/discipline)	1900 2300 1100 2300	#1 #1 #2 #2
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Technology	\$0			
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Come Back Butte Charter Charter Petition

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