

# Come Back Butte Charter School Site/LCAP/Charter Advisory Council

Meeting Agenda 5/26/2020 Time: 2:00 – 4:00 p.m.

Zoom Meeting: <https://bcoe.zoom.us/j/91670701858>

Time: 2:00-2:05

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

Desired Outcome: Information/Comment

Presenter: Janis Delgado

Action: N/A

Time: 2:05-2:10

Topic: Review Current Agenda

Desired Outcome: Accept or Revise Agenda

Presenter:

Action:

Time: 2:10-2:20

Topic: Review March 31, 2020 Regular and Special Meeting Minutes

Desired Outcome: Approve/Revise previous meeting minutes

Presenter: Janis Delgado

Action: Approval of Submitted or revised previous meeting minutes

Time: 2:20-2:30

Topic: SSC Member selection 2020-21 update

Desired Outcome: Update on community member representatives and teacher election

Presenter: Janis Delgado

Action: Informational

Time: 2:30-2:40

Topic: 2018-19 LEA Self-Evaluation:

- LEA T1 Reservations (see synopsis)

Desired Outcome: Review, gather stakeholder feedback, revise (and approve if revised)

Presenter: Janis Delgado/Susie Kruse

Action: Recommend approval

Time: 2:40-2:50

Topic: 2020-21 LCAP/SPSA Approval Process Update and Budget overview

Desired Outcome: Informational and review/gather stakeholder feedback/approve proposed 2020-21 LCAP/SPSA budgets

Presenter: Susie Kruse

Action: Recommend approval

Time: 2:50-3:00

Topic: PBIS Update

Desired Outcome: Share PBIS implementation moving forward

Presenter: Janis Delgado

Action: Informational

Notes:

Time: 3:00-3:10

Topic: WASC Update

Desired Outcome: Informational

Presenter: Janis Delgado

Action: N/A

Time: 3:10-3:30

Topic: School Site Documents for Approval:

- School Site Parent Involvement Policy
- School/Student/Parent Compact
- School Safety Plan

Desired Outcomes: Review, revise and approve

Presenter: Janis Delgado

Action: Recommend approval

Time: 3:30-3:40

Topic: CBBC CSI Plan 2020-21

Desired Outcomes: Review, gather stakeholder feedback, revise if necessary and approve

Presenter: Susie Kruse

Action: Recommend Approval

Time: 3:40-3:50

Topic: SSC Survey

Desired Outcomes: Stakeholder feedback

Presenter: Susie Kruse

Action: N/A

Notes: Survey may be found at:

[https://docs.google.com/forms/d/e/1FAIpQLSc-HYq9c3SWMdaZ-YIS48iUD6HY0Krj9\\_SC3ZZIzghj\\_axOmOQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSc-HYq9c3SWMdaZ-YIS48iUD6HY0Krj9_SC3ZZIzghj_axOmOQ/viewform)

3:50-4:00

Topic: School update

Desired Outcomes: Share enrollment, graduation and summer program

Presenter: Janis Delgado

Action:N/A

# Title I, Part A School-Level Parent and Family Engagement Policy 2020-21 (DRAFT)

## 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 potlocks 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 **5/21/2019** and will be in effect for the period of the 2019-20 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **September 9, 2019.**

Barbara Mandelbaum

**Signature of Authorized Official**

May 21, 2019

**Date**

**COME BACK BUTTE CHARTER SCHOOL SAFETY PLAN**  
**YEAR: 2020-21 (DRAFT)**

**GOALS AND ACTION STEPS – *Physical Environment***

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

Action Steps	Resources	Responsible Staff	Timeline	Budget
1) Intruder on campus drills	Time to schedule/plan and develop drills and protocol. Collaboration with CfTE staff.	All staff on site	2020-2021 Ongoing	N/A
2) Earthquake drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2020-2021 Ongoing Fire – once a year Intruder – twice a year Earthquake – twice a year	N/A
3) Continue safety drills	Time to schedule/plan and develop drills and protocol.	All staff on site	2020-2021 Ongoing	N/A
4) Daily Sign-in/sign-out for staff, students, and visitors	Maintain binder	Principal & teachers	Daily	N/A
5) Provide Go kit and Stay kit for classroom	Kit, Time to train	Principal and Admin. Assist.	July/August Annually	CBBC site budget
6) Review and update emergency protocols for school in collaboration with CfTE staff	Time to review and update current plan. Time to train teachers and staff	All staff	2020-2021 Ongoing	N/A
7) Maintain roster of staff and volunteers, including cell numbers, emergency contacts and any medical conditions	Create table for information	Principal & Admin. Assist.	Ongoing update as necessary	N/A
8) Print weekly student rosters with phone numbers, contact person and emergency numbers	Use Aeries	Admin Asst.	To be completed weekly	N/A

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

**COME BACK BUTTE CHARTER SCHOOL SAFETY PLAN**  
**YEAR: 2020-21 (DRAFT)**

<b>GOALS AND ACTION STEPS - <i>School Climate</i></b>				
<u>Improvement Goal:</u> Increase Positive Behavior supports for students & staff.				
<b>Action Steps</b>	<b>Resources</b>	<b>Responsible Staff</b>	<b>Timeline</b>	<b>Budget</b>
1) Continue implementation of PBIS model.	County and site trainings	Principal and teachers	2020-2021 Ongoing	N/A
2) Implement Nurtured Heart Approach	County and site trainings	Principal and teachers	2020-2021 Ongoing	LCFF/S&C funds
3) Communicate behavior expectations with students	Student handbook	Principal	Ongoing	N/A
4) Socio/Emotional supports for students	AFWD	Principal	Ongoing	N/A
<u>Evaluation Criteria:</u> Evaluation will be based on PBIS data and logs of ongoing trainings for teachers and staff.				

***APPROVED BY COME BACK BUTTE CHARTER SCHOOL SITE COUNCIL .***

**Butte County Office of Education  
Come Back Butte Charter School  
2020-2021 School-Parent Compact (DRAFT)**

*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

**Butte County Office of Education  
Come Back Butte Charter School  
2020-2021 School-Parent Compact (DRAFT)**

- 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.