

Butte County Community School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Butte County Community School
Street	601 Wall Street
City, State, Zip	Chico, CA 95928
Phone Number	(530) 879-7411
Principal	Jennifer Childs, Principal
Email Address	jchilds@bcoe.org
Website	https://www.bcoe.org/o/lead
County-District-School (CDS) Code	04 10041 0129817

Entity	Contact Information
District Name	Butte County Office of Education
Phone Number	(530) 532-5761
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
Website	www.bcoe.org

School Description and Mission Statement (School Year 2019-20)

Butte County Community School (BCCS) is operated by the Butte County Office of Education. This school recognizes the need for students to be college and career ready when they graduate from high school. BCCS serves students in grades TK-12. Staff supporting students in grades 8-12 have established a program that assists students with identifying and reaching personal, college and career goals. The BCCS vision is to create success through unique learning opportunities. The mission is to operate "an innovative program that fosters self-efficacy in life." The TK-7 program strives to put a multi-tiered system of supports in place to address the academic, behavior and social emotional needs of elementary students at risk of not successfully transitioning to the local middle school programs.

BCCS aligned LCAP and SPSA goals include:

- 1) All BCCS students will be prepared to transition successfully into subsequent educational levels and the workforce.
- 2) All BCCS students will learn in safe, consistent, nurturing environments.

In the 8-12 program, students learn to lead their way to a positive future in a self-contained community oriented atmosphere. The school has been designed to maximize student motivation to attend, learn and succeed by providing each student a positive and supportive community based learning environment where they feel valued and become productive members of their community. Students may participate in a modified school day and community service opportunities, which BCCS values as an integral part of students' course of study. Students learn life, education, and career skills that they will apply to community volunteer programs, job shadowing, community service projects, internships and employment opportunities. All students who attend are expected to fulfill commitments to college and career readiness opportunities. Students will complete four and ten year plans related to goal setting in school and in long-term career opportunities. Students receive multiple support in reaching the positive goals they set.

All students are supported by an experienced staff that holds students to rigorous expectations, while providing support and flexibility to ensure students succeed. The staff develops one-on-one relationships with students utilizing individual success plans, a low teacher to student ratio, small class environment, culturally sensitive techniques and embedded learning and asset-based teaching strategies. The school provides a safe and culturally respectful environment for students to acquire skills to become critical thinkers and problems solvers ready to overcome educational and life barriers.

One thing that makes the BCCS unique is our fully inclusive teaching model. All students are taught together at all times. Push in special education support and targeted intervention groupings allow students to be with their peers in a classroom and small group setting instead of being removed from core instruction in the classroom for services. Students are taught along side each other where they can support their peers and build empathy, compassion, awareness, and acceptance of all people.

In order to monitor student progress, BCCS closely monitors the following:

- 1) Engagement: graduation rate, attendance, chronic absenteeism, drop out rates
- 2) Achievement: SBAC participation rates and ELA and math scores, local assessment scores for Write Score and iReady math and reading assessments
- 3) Climate: PBIS student and staff climate surveys, suspension rate

Progress indicators are monitored every 90 days as per the requirements of Title I, D funding, annual state assessments, annual climate survey and annual graduation and suspension rate.

School wide academic assessments are used to place students into appropriate targeted intervention classes/groups. School-wide PBIS system is used to support students in behavioral and academic expectations at school. School-wide Multi Tiered Systems of Support, including Tier 1: providing supports to all students in the school regardless of identified need, disability, or academic scores; Tier 2: providing a smaller number (about 10%) with more intensive support. Tier 3: providing the most intensive level of support to our highest need students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	8
Grade 1	4
Grade 2	4
Grade 3	6
Grade 4	2
Grade 5	4
Grade 6	3
Grade 7	3
Grade 8	2
Grade 9	1
Grade 10	6
Grade 11	7
Grade 12	6
Total Enrollment	56

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	14.3
Asian	1.8
Hispanic or Latino	41.1
White	28.6
Two or More Races	14.3
Socioeconomically Disadvantaged	92.9
English Learners	3.6
Students with Disabilities	17.9
Foster Youth	5.4
Homeless	14.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	7	5	43
Without Full Credential	0	0	1	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	4	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2017

All curriculum is from the most recent adoption. Percent of students lacking their own assigned curriculum is 0%.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity 7-12 grade Houghton Mifflin Legacy of Literature June 2004 McDougal-Littell Language of Literature June 2005 Prentice Hall Timeless Voices, Timeless Themes June 2005 Cengage National Geographic Reach 4 Reading (2016)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Edgenuity 7th Grade Math Edgenuity 8th grade math Edgenuity Basic Math Edgenuity Integrated Math 1&2, Edgenuity Geometry, Edgenuity Algebra 2 Glencoe Geometry: Concepts and Applications June 2005 Houghton-Mifflin Math Expressions September 2014 Houghton/Mifflin Math Expressions (2015)	Yes	0
Science	Edgenuity- Biology, Edgenuity Physical Science Edgenuity Chemistry Delta Education Foss (2006) McGraw Hill- California Science (2006) Cengage National Geographic- Science (2018)	Yes	0
History-Social Science	Edgenuity 7th grade- World History Edgenuity- 8th grade- US History Edgenuity- HS World History Edgenuity- HS US History Edgenuity- Economics Edgenuity - Government Harcourt Publishers Reflections- California Series (2006)	Yes	0
Foreign Language	Edgenuity Spanish 1&2	Yes	0
Health	MS Positive Prevention Plus Edgenuity: HS Health Positive Prevention Plus and Edgenuity Courses address the requirements for Sex Ed Curriculum.	Yes	0
Visual and Performing Arts	Glencoe Art In Focus May 2007 Glencoe/McGraw-Hill Music! It's Role & Importance in Our lives Feb 2010 Glencoe Creating and Understanding Drawings May 2007 Glencoe Art Talk May 2007 Perfection Learning Basic Drama Projects May 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility is maintained in a manner that is clean, functional, and safe. The Butte County Office of Education Maintenance and Operations Division responds promptly to any facility requests that are needed. The County Office also works with The Boys & Girls Club where the classrooms and office are housed to support maintenance of the school grounds and building.

Students are granted access to school buildings 30 minutes before school to have a safe place to eat breakfast with staff supervisions. After school, students have access to attend The Boys & Girls Club for a safe after school location/activity. School grounds are monitored by The Boys & Girls Club security cameras, the Chico Police Department, and school staff.

The school has sufficient space to support teaching and learning, including 3 classrooms, a gymnasium, a library, a game room, a teen lounge, a kitchen with cafeteria and an eating area, and an outdoor play yard. The school is located on The Boys & Girls Club, Chico campus and shares all facilities with the After School Program. The Boys and Girls Club, Chico location was built in 1995, with the doors opening to the public on July 5, 1995. It expanded its location to the Phoenix building in 2019 adding space for their middle school students.

In conjunction with The Boys & Girls Club, the LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office, at the LEA office, or on the Internet at BCOE.org. The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office. The principal communicates with the maintenance and Operation Department to develop cleaning schedules to ensure a clean and safe school. The Boys & Girls Club staff maintain common high traffic areas daily after their programs close with the BCOE custodial staff coming in after hours to deep clean and ensure a safe, clean, learning environment.

LEA works along with Boys and Girls Club to ensure any updates and maintenance is taken care of in a timely manner and that the facility is in functional working condition for both the school and the after school programs. There are no planned improvements at this time.

The building maintenance is shared between the school and The Boys & Girls Club through with responsibilities delineated in an MOU. The LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Classroom 1: Broken switch cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Classroom 1: Sink doesn't drain well
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	31	50	48	50	50
Mathematics (grades 3-8 and 11)	--	9	25	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	36	100.00	0.00	30.56
Male	23	23	100.00	0.00	30.43
Female	13	13	100.00	0.00	30.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	14	14	100.00	0.00	35.71
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	23.08
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	32.35
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22	2.78	8.57
Male	23	22	95.65	4.35	13.64
Female	13	13	100.00	0.00	0.00
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	14	14	100.00	0.00	7.14
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	8.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	9.09
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

BCCS acknowledges and values parental involvement as a powerful influence on student achievement and a key predictor of a student's academic and personal success.

BCCS parents are encouraged to actively participate in their child's education in a variety of ways:

- volunteer in the classroom
- chaperone during field trips and extracurricular activities
- attend ongoing, year round family events
- participate in the planning of the end of the year graduation/celebration evening
- attend the end of the year graduation/celebration evening
- attend meetings and conferences to discuss their child's educational progress and academic support progress
- participate and provide input for the Local Control Accountability Plan (LCAP) process
- participate in School Site Council
- participate in attendance support meetings
- participate in Parenting Partners program

Parents can become actively involved in the school when teachers reach out at the beginning of the school year to survey about their interests in volunteering and when BCCS sends out reminders and invitations to families about school events eliciting their participation in the event. A high number of our parents drop off and pick up students and are welcome to check in with teachers about school and classroom events.

Organized opportunities for parental involvement include:

1) Parenting Partners workshops which combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. These six comprehensive workshops are presented by the school's own trained facilitator team. This creates a sustainable source of parent leaders. The Parenting Partners program is run by our Parent Liaison (Mary Rios) and intervention teacher (John Howlett).

2) The School Site Council is a public meeting comprised of school staff, parents, community members, and students that help plan, implement, and monitor the school plan.

The Principal, Jennifer Childs, oversees the School Site Council.

3) Parent Teacher Conferences are planned in the fall after the end of the first quarter of school. The Parent Liaison, Mary Rios, contacts families to schedule a time to meet individually with their student(s) teacher.

Staff can be reached by calling and can be reached at 530-879-7411.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	--	25	23.1	20.9	9.7	9.1	9.6
Graduation Rate	--	--	--	48.7	63.6	61.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	17.1	22.9	6.1	3.2	2.5	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

One of our most important educational tasks is to ensure a safe and comfortable place where students are able to learn. The development of our school safety plan supports this notion with specific strategies for creating a safe environment. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes procedures to address disasters, dangerous pupils or persons, child abuse reporting, sexual harassment, dress code, safe ingress and egress, safe and orderly learning environment, rules of conduct and school discipline guidelines, and suspension and expulsion procedures.

Butte County Office of Education (BCOE) is committed to providing a safe and secure environment for students and employees. The Comprehensive Safe School Plan for all BCOE Schools is reviewed and approved at School Site Council meetings. The current year safety plan is under review for completion in the Fall of 2019. The site safety plan is presented to and approved by the site council each fall. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

Summary of Review Process and Dates:

2018-2019 School Safety plan was approved at the January 24, 2019 School Site Council meeting.

2019-2020 School Safety plan was presented to the School Site Council on October 15, 2019

The safety plan was presented to staff at a staff meeting on November 19, 2019.

Revisions were presented and approved at December 2, 2019 School Site Council meeting.

Key Elements of the School Safety Plan:

- 1) Intruder drills
- 2) Earthquake drills
- 3) Reviewing emergency protocols for schools
- 4) Reviewing the evacuation plan

Continued Action Steps Include:

- 1) Continue implementation of PBIS
- 2) Continue MTSS
- 3) Institute Student Study Team model to assist in determination of needs and necessary support.

There is a copy of the plan available for review in the school office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	4	4			4	5			4	7		
Mathematics	4	4			5	4			4	6		
Science	3	4			5	4			3	7		
Social Science	2	8			4	6			3	10		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16752	0	16752	75025
District	N/A	N/A	3,373	
Percent Difference - School Site and District	N/A	N/A	133.0	-3.7
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	87.3	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through Proposition 20 Lottery Funding
- Educational support services through Title 1, Part A
- Support for homeless students through Title 1, Part A
- Career Technical Education through CTEIG
- Professional Learning for Teacher Quality and professional growth through Title I, Part A and Title II, Part A
- Services for English Learner students (professional development for academic support plans and reports to parents), Title I, Part A
- Family Engagement including Family Engagement Plan coordination, Translation services and curriculum selection, Title I, Part A
- Student Information Systems (SIS) training, implementation and support (behavior and academic data tracking and record management), Title I, Part A
- Local Assessment and intervention platforms, training, implementation and support Title I, Part A
- Academic and behavioral coaches Title I, Part A
- Technology support to access online assessments, intervention and supplemental curriculum Title I, Part A
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance
- Transition Specialist, Title I, Part D

Site Title I, Part A Allocation:

- Instructional Paraprofessional
- PBIS Incentives
- Bus Passes
- Educational Excursions - college and career exploration
- Parent Liaison
- Additional Teacher for grade-span reduction
- Enrichment Coordinator

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	17	24

The LEA aligns professional development paid from federal funding to align with LCAP and SPSA goals and action steps designed to support high-risk youth. A needs assessment is distributed to all staff (principals, teachers, support staff and other school leaders) and the data is reviewed in administrative meetings for next steps. The LEA then distributes a survey of appropriate LEA funded professional learning opportunities to determine site interest and LEA resources. Based on this data, the LEA distributes a final survey requesting participant names for each professional learning opportunity being offered. When professional development is needed that cannot be funded by the LEA, schools sites take on responsibility for filling need using site allocated funds.

For the 2014-2017 school years the main focus for professional development concentrated on the Common Core State Standards (CCSS), implementing Positive Behavior Supports and Interventions (PBIS), and Professional Learning Communities (PLC's). Butte County Community School (BCCS) continued with BCOE's state standards implementation plan and professional development workshops were offered to assist with instructional strategy support, student engagement, and high quality instruction. BCCS staff was provided information about the state standards and the Smarter Balanced Assessment System (SBAC). During the 2017-2020 school years the BCCS program is committed to building and sustaining a culture of continuous improvement. BCCS staff have been participating in ongoing opportunities including staff meetings, extra assignment time, and additional collaboration to assist with professional growth. Some of the areas of focus are the Common Core State Standards (CCSS), Positive Behavior Intervention Support Program (PBIS), Big Picture Learning, Multi Tiered Systems of Support (MTSS) and trauma informed training, Aeries Gradebook and Intervention.

Butte County Office of Education (BCOE) has one mandatory buy-back day at the beginning of each school year. Outside of the one BCOE buy-back day, in 2017-18 the remaining 14 days were partial days, in 2018-19 the remaining 16 days were partial days taking place during late start before school and after school trainings, in 2019-20 the remaining 23 days were after school staff development sessions, additionally the student centered coaching takes place during and after school (dates not included in count). BCCS staff, is also provided additional professional development opportunities including conferences and workshops throughout the year based on teacher, student, and site needs. During the 2019-2020 school year BCOE implemented a push-in professional development model to bring the training to the teachers and staff at their site in areas of identified need for the schools. Trainings are provided before and after school, during staff meetings, and in the classroom with students and staff directly. Additionally, one of our staff provides Student Centered Coaching to elementary staff. All of our teachers are given the opportunity to participate in 6 week Student Centered Coaching cycles three times a year.

LEA administration strives to conduct pre and post training/ conference meetings with attendees to determine learning targets and set and debrief goals for next steps. The LEA wants to ensure attendees are implementing and sharing research-based practice obtained from the professional learning opportunity. Attendance and behavior data are also monitored closely, as professional learning designed to support high risk youth should improve attendance and decrease referral and suspension rates.

All professional learning is aligned with the LEA Strategic Plan and LCAP/SPSA Goals. All data is captured annually in the LEA Self- Assessment in which progress is measured and actions are continued or discontinued. BCOE believes in building capacity with staff serving high risk students. The LEA offers a system of support for advancement opportunities, including academic/ behavioral coaching, coordinator and other administrative positions.

Staff Support:

The LEA hosts monthly full day administrative meetings. During these meetings time is set aside for professional learning, including "Academy" sessions in which guest speakers present. The LEA provides ongoing direct support for site administration from the Director of Alternative Education. In addition, the LEA will implement student centered coaching to collaboratively support teachers with behavior, instructional planning and implementation. This will provide staff with on-site direct support for professional growth and improvement that is relevant to their day-to-day work and school improvement efforts. The LEA administers an annual Needs Assessment to all staff to document feedback on professional learning needs. In addition, the LEA uses the CCSESA LEA Self-Assessment to track progress, document improvement and inform decision-making.