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Welcome
Dear Students/Parents/Guardians

Welcome to the 2021-2022 school year! All staff extends the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of our school.

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

If you have any questions regarding the information contained in this handbook, please feel free to call.

School Mission Statement
Provide a safe and supportive educational and social environment where learning takes place and compassionate citizens are developed.

School Address
601 Wall Street, Chico CA 95928

School Telephone
(530) 879-7411

Dates to Remember
August 16, 2021 - First Day of School
June 1, 2022-Last day of school

School Calendar
See appendix.

Daily Schedule
8:30 am-2:00 pm Monday-Friday

Staff Directory
Butte County Community School  (530) 879-7411
Gemma Robbins, TK/K/1st- 4th Teacher  879-7411
Michael Long, 5th-8th Teacher  879-7411
Mark Abbay, Secondary Teacher  879-7411
Erica Gorden, Student Centered Coach, Reading Intervention  879-7411
John Howlett, Intervention Teacher  879-7411
Mary Rios, Parent Liaison  879-7411
Sami Dodd, Instructional Paraprofessional  879-7411
**Enrollment and Disenrollment**

**BCCS Student Enrollment Procedure**

BCCS is designed to be a resource for Butte County serving those students that have been expelled and/or have been referred due to attendance or behavioral problems. BCCS also serves students who are homeless, on probation or parole, receive special education services, and who are not attending school. By law the county board of education may enroll pupils into a county community school who are Expelled from a school district, referred by a school district's SARB, on probation, or referred by a school district at the request of their parent (Ed. Code 1981). Daily attendance and work completion are required for continued enrollment. If a student is struggling academically, a Student Study Team meeting will take place to determine additional supports. If a student is struggling with attending school daily, principal meetings will be scheduled with the student, parent/guardian, and teacher if possible. If attendance continues to be an area of concern and interventions are not working, the student will be referred to the North County Student Attendance Review Board (SARB). During this process, the student may be dropped and referred back to local district for enrollment.

**School Placement**

School district administration can contact BCCS though email at BCCS@BCOE.org to inquire about placement availability. Once availability is determined, the referring school will forward all expulsion, discipline, attendance, transcript data so BCCS can prepare for the meeting. The BCCS Senior Administrative Assistant will set up a meeting for the referring school, family, student, and BCCS staff to meet. Parents will be directed to complete the online enrollment process and the parent data confirmation process, which are both completed online. A start date will be set after the meeting and completion of both the online enrollment and parent data confirmation processes.

Parents must complete the online enrollment process, as well as provide copies of the following items:

- Copy of birth certificate
- Copy of immunization records
- Copy of current proof of residency - one of the following items will suffice:
  - Property tax payment receipt
  - Rental property contract, lease or payment receipt
  - Utility service contract, statement or payment receipt
  - Pay stub
  - Voter registration
- Correspondence from a government agency

These items may be uploaded during the online enrollment process, or sent to the school email, bccs@bcoe.org.

Upon completion of online enrollment, the parent will need to complete the parent data confirmation process. The Senior Administrative Assistant will inform the Principal when parent has completed both the online enrollment process and the parent data confirmation process. The Principal will inform appropriate personnel of the intended start date.

**Handbook Accessibility (print and web)**

Our handbook will be distributed upon enrollment and is posted on our school website.
BEHAVIOR

School Rules, Discipline and Suspension

Classroom Level
The teacher will provide three (3) redirections for students that are exhibiting minor behaviors before sending students to the office.

Example Behaviors
- Defiance
- Disrespect
- Disruption
- Inappropriate language
- Physical contact
- Property misuse
- Technology violation (inappropriate/unauthorized use/location)

Staff Response
Staff will address the behavior using classroom management strategies:
- Redirect, do not give energy
- Increase physical proximity
- Change seating
- Positive practice: multiple opportunities to practice
- Increase acknowledgment for on-task behavior
- Peer/small group opportunity
- Academic support by teacher or aide
- Individual student check-in
- Review CICO form
- Assign student a task that includes a short movement break
- Movement break
- Use classroom Reset Space to re-group and fix behavior

Level 1-Hall Pass
A Hall Pass is used proactively for breaks to redirect student behavior. The student is sent to the Serenity Room. A yellow hall pass must be in student's possession in order to enter the Serenity Room.

Staff Response
1st Response:
1) Reset:
   - When a student just needs to take some time (to calm down, stop crying), the teacher writes in time and expected return.
   - Not in trouble just needs some time.

2) Working Time Away:
   - When a student needs a quiet place to work (too noisy, personal reason, overly active, avoid being triggered).
   - Student brings something completely independent to work on in a quieter space.
2nd Response:
- The student may be sent to the Serenity Room.
- If the student continues to exhibit challenging behaviors, the teacher/staff can refer students to the Serenity Room up to three (3) times in a day.

Level 2 – Minor Violations - Minor ODR

Example Behaviors
- Defiance
- Disrespect
- Disruption
- Inappropriate Language
- Physical Contact
- Property Misuse
- Noncompliance
- Refusal to Work
- Technology Violation (inappropriate/unauthorized use/location)

Staff Response
- The teacher will provide three (3) redirections for students that are exhibiting minor behaviors (use classroom strategies listed on BCCS Progressive Discipline Chart), if unsuccessful teacher will issue a Minor ODR.
- The teacher/staff will complete a Minor ODR.
- The teacher or involved staff will determine complete outcome and provide consequences for the minor behavior. Consequences are given by the teacher.

*If the behavior occurs a third time, the student will go to the office with a Major ODR.

Level 3 – Major Violations - Major ODR
If the behavior occurs a third time, the student will go to the office with a major ODR. Referring staff completes the Major ODR and sends student to principal. The Principal conferences with student and completes a behavior contract or appropriate disciplinary action. The Principal will follow restorative practice for classroom reentry. The Principal will enter ODR into Aeries.

Example Behaviors
- Abusive language/profanity
- Bullying
- Defiance/non-compliance
- Disrespect/disruption
- Gang affiliation display
- Harassment: identify (gender, ethnicity, sexual, race, religion, disability, physical)
- Physical aggression/fighting
- Forgery/theft/plagiarism
- Skipping class
- Technology violation: inappropriate websites, illicit pictures or graphic content, violation BCOE policies
- Use/possession: identify (alcohol, combustibles, drugs, tobacco, weapons)
- Intentional destruction of school property, including graffiti or tagging
- False activation of fire alarm
- Threatening to cause physical injury with a weapon (pencil)

**Staff Response**
- When student's minor behavior continues and constitutes a major referral, the student is sent to the Office with a Major ODR.
- If the student's behavior constitutes an immediate Major ODR, the student will go to the office with a Major ODR filled out and the principal will determine a reasonable consequence. The student may or may not return to class. The Principal (or designee) will check in with teacher/staff to determine reentry process. The Principal (or designee) will walk the student back to class.
- If the student's behavior indicates that they may struggle with self-control in a social or classroom environment, the student will be given independent assignments in a select location (such as an office).
- Student is required to complete a work assignment/focus activity and may be assigned a logical consequence (apology of action, restitution, loss of privilege).

**Administrator Response When Suspension is Necessary**
- Suspension for remainder of the day
- Suspension for the remainder of the day and the following day and a parent conference
- Suspension for the remainder of the day and the following two days, referral to an SST meeting

**Level 4 – Major ODR for Illegal Violations: In House or At-home Suspension**
If the student's behavior constitutes an immediate Major ODR, the student will go to the office with a Major ODR filled out. The Principal will complete Suspension paperwork and turn into clerical staff to enter into Aeries.

**Example Behaviors**
- Theft
- Possession of drugs and/or paraphernalia (call PD for drugs)
- Extreme property damage/vandalism/property destruction (call PD)
- Under the influence
- Harassment (ongoing; creates a hostile environment related to racial status, sexual orientation, gender, religion, or ethnicity)
- Threats of violence (harassment)
- Bullying or cyber bullying
- Fighting
- Spitting/bodily fluids on others (aggression)
- Drug sale
- Weapon use/possession
- Arson
- Bomb threat/Terrorist threat
- Explosives/firearms/brandishing a knife
  - (3.5”, locking/fixed/razor)
- Sexual Assault/Battery

**Staff Response**
Staff will complete the following:
- Student receives a home suspension for 1 to 5 days; submit documentation to probation as needed.
- Contact law enforcement for drugs, serious property destruction, or illegal behavior. Admin discretion
• Student may be required to have a meeting with other people involved for conflict resolution, and/or to repair the situation.

1) 1 Day Home or School Suspension (elementary only):
   • Under the influence
   • Harassment (ongoing; creates a hostile environment related to racial status, sexual orientation, gender, religion, or ethnicity)
   • Threats of violence (harassment)
   • Bullying or cyber bullying
   • Fighting
   • Spitting/bodily fluids on others (aggression)
   • Drug possession

2) Mandatory Home Suspension:
   • Drug sale
   • Weapon use/possession
   • Arson
   • Bomb threat/Terrorist threat
   • Explosives/firearms/brandishing a knife
     o (3.5", locking/fixed/razor)
   • Sexual Assault/Battery

**Suspension**

1) Suspension is a consequence for serious misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds (within 600 feet in any direction) while he/she is suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of each teacher.

2) For unsafe behavior involving others:
   • First Offense: 1 full day suspension and parent contact
   • Second Offense: Send home and 2-day suspension with parent meeting
   • Third Offense: Send home, 2-day suspension, parent meeting, and referral to SST.

3) A teacher may suspend any student from his or her class for the day of, and the day following, any of acts enumerated in Ed Code Section 48900

4) The Superintendent or Principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5

**Student Conduct**

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

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

**Student Expectation**

1) Be prepared  
2) Use kind words  
3) Allow others to learn  
4) Follow staff directions  
5) Respect appropriate boundaries  
6) Be non-threatening to self and others  
7) Refrain from bullying  
8) Respect personal and school property  
9) Remain on campus  
10) Keep self and others physically safe  
11) Not possess, make or draw pictures of weapons, drugs, or drug paraphernalia  
12) Not possess and/or use illegal drugs, including nicotine, and/or alcohol

**Dress and Grooming**

Butte County Community School assumes that parents will use good judgment with regard to appropriate school clothes. Students are expected to dress neat and acceptable. No “gang-related apparel” including gang-affiliated clothing, sagging clothes, skull caps, do-rags and hairnets that may threaten the health and safety of the school may be worn or displayed on the school campus. Any apparel which displays, refers to or promotes the use of alcohol and/or drugs may not be worn or displayed on the school campus or during a school sponsored event or function.

**Care of School Materials and Repayment**

Butte County Community School will provide core academic curriculum for students to access at school. If a family would like to check out curriculum to work on at home, books can be checked out through our front office. Our Senior Administrative Assistant will sign books out to families. Books are due back at the conclusion of the school year or upon disenrollment. Any books not returned or returned in damaged condition will need to be replaced. BCCS will purchase the replacement book and the responsible party will reimburse the cost directly to BCCS.

**Misuse of Materials and Technology**

In accordance to the BCOE Technology Use Policy, technology can be checked out for home academic use only. All technology is tracked by BCOE IT department and due back upon disenrollment or prior to the end of the school year. All technology must be checked out and contract signed through the BCCS front office. The Senior Administrative Assistant will distribute and collect all items. No items shall be taken off school property without signed school and parent/guardian consent. Full replacement cost for any damaged, lost, or non-returned items will be incurred by signing parent/guardian.

**Student Cell Phones and Personal Items**

BCCS uses a progressive discipline policy related to cell phone defiance. If a student refuses to put away his/her cell phone when requested by staff he/she will be subject to the school’s progressive discipline policy which includes counseling student, parent contact, and/or development of behavior contract which may disallow use of a cell phone on school premises.

- Classrooms are a cell phone free zone
- NO social media at school
• All phones must remain on mute or off in a student's backpack during school.
• Upon arriving to school, students who have their phones out will be asked to put them away before entering the school building.
• Students are not permitted to bring electronic devices (CD/tape players, CDs, tapes, iPods, iPads, MP3s, flip cameras, Gameboys, etc.) to school.

Sexual Harassment
The County Superintendent is committed to maintaining an educational environment that is free from harassment. The County Superintendent prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The County Superintendent also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information
The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:
1) What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2) A clear message that students do not have to endure sexual harassment;
3) Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
4) Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process
Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.
Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student’s report or who observes the incident shall report to the non-discrimination coordinator or the Associate Superintendent.
The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

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

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

Academic Policies, Grades and Repeating Classes

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

Grading

<table>
<thead>
<tr>
<th>Transitional Kindergarten – Third Grade</th>
<th>Fourth Grade- Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>O- Outstanding</td>
<td>95-100% = A</td>
</tr>
<tr>
<td></td>
<td>90%-94% = A-</td>
</tr>
<tr>
<td>G- Good</td>
<td>87% -89% = B+</td>
</tr>
<tr>
<td></td>
<td>83% to 86% = B</td>
</tr>
<tr>
<td>S-Satisfactory</td>
<td>80% to 82% = B-</td>
</tr>
<tr>
<td></td>
<td>77% to 79% = C+</td>
</tr>
<tr>
<td>N-Needs Improvement</td>
<td>73% to 76% = C</td>
</tr>
<tr>
<td></td>
<td>70% to 72% = C-</td>
</tr>
<tr>
<td>U- Unsatisfactory</td>
<td>67% to 69% = D+</td>
</tr>
<tr>
<td></td>
<td>63% to 66% = D</td>
</tr>
<tr>
<td></td>
<td>60% to 62% = D-</td>
</tr>
<tr>
<td></td>
<td>Below 60% = F</td>
</tr>
</tbody>
</table>

Students who are absent shall be given an opportunity to make-up missed assignments or assessments and shall receive full credit for satisfactory completions of the work. All missing work must be completed and submitted to the teacher prior to the end of the grading period. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student’s grades.

Repeating Classes

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

Academic Integrity

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which the student missed, the teacher may lower the student’s grade for nonperformance.

Students with excessive unexcused absences (6 absences per semester) may be given a failing grade and not receive credit for the class(es). Schools which withhold class credit for this reason shall so inform the class and parents/guardians at the beginning of the semester or year.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student’s parent/guardian or send the parent/guardian a written report. An Incomplete (I) is given only when a student’s work is not finished because of illness or other excused absence. If not made up within one (1) week, the Incomplete will become an F. No grade of a student participating in a
physical education class may be adversely affected due to the fact that the student, because of circumstances beyond their control, does not wear standardized physical education apparel.

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

Core and Elective Courses

English (Grade 9)
This course nurtures students’ understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 10)
This course nurtures students’ understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 11)
This is a core English class for students taking their third year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

English (Grade 12)
This is a core English class for students taking their fourth year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

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

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

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

**Algebra 1 (Grades 8-12)**
Algebra 1 is a yearlong comprehensive Algebra course which covers all California State Standards for Algebra with special attention focused on frequently recurring standards found in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce and reinforce Algebra concepts including vocabulary review and clarification, warm up exercises, and student practice exercises.

**Business Math (Grades 9-12)**
Math with Business Applications is a comprehensive course that covers all the skills students need to manage their personal finances and excel at their first job and in everyday life. The course is presented in three-parts that takes students from basic math concepts to sophisticated financial strategies. Part one, Basic Math Skills reviews fundamental math operations, Part two, Personal Finance teaches money management skills, and Part three, Business Math provides a thorough primer on higher level math applications as they are applied to launching and running a business. California State Standards in Algebra 1 are embedded throughout the course.

**Geometry (Grades 9-12)**
Geometry is a yearlong comprehensive course which covers all 22 California State Standards for Geometry with special attention focused on concepts and standards addressed in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce geometry concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, and use of technology.

**World History (Grade 10)**
The instructional structure presents a clear and comprehensive coverage of world history. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. It encourages active reading and learning for students of all reading levels. It allows students the chance to grasp the California standards using a variety of activities and resources. It provides understanding and the opportunity for interpretation of all views of important events in history. It is directly aligned with the California standards framework.

**US History (Grade 11)**
This course starts with the events that bring forth the enlightened ideals that become the U.S. Constitution and the story of the people who were born and journeyed to live under this evolving contract. It further reviews the tests on the federal government during the expansion of the country and The Civil War. It reviews the actions toward the Native peoples and Immigrants, and the results of industrialization and isolationism. The course continues through two world wars and The Great Depression. It tracks the serious nature of the nuclear age and the cold war, and moves through the current technological revolution and all realities that it created.

**Economics (Grade 12)**
The course structure presents a comprehensive coverage of basic, economic concepts. It is designed thematically to cover macroeconomic principles and systems and the many current and relevant microeconomic issues. Students will analyze, interpret and practice with a variety of economic principles throughout the course. This
course allows students to understand the California standards using a variety of activities and resources. It is directly aligned with the California Standards Framework.

**Government and Civics (Grade 12)**
This semester long course covering the principles and origins of American Government with concentration on all three branches of government, state, and local governments and differences on other types of governments. The course is based on California State Standards and incorporates various activities and instruction to various student learning styles and abilities.

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

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

**Health (Grade 9-12)**
Students enrolled in Health will be exposed to many aspects necessary to lead a healthy life. Students will: (1) understand how to enhance and maintain their health and well-being; (2) understand behaviors that prevent disease and speed illness recovery; (3) understand behaviors to reduce risk of becoming involved in potentially dangerous situations; (4) understand how to take a positive, active role in promoting the health of their families; (5) understand how to promote positive health practices within the school and community including how to cultivate positive relationships with their peers; (6) understand the variety of physical, mental, emotional and social changes that occur throughout life; (7) understand and accept individual differences in growth and development; (8) understand their developing sexuality and (9) identify information and products and services that may be helpful or harmful to their health.

**Fundamentals of Art (Grades 9-12)**
Visual Art is a survey course which emphasizes the development of artistic perceptual skills, visual arts vocabulary, creative expression and communication through original works of art. The historical/cultural role and development of visual arts is also presented. Visual Art integrates lessons in Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation to form a comprehensive approach to art that helps every student - regardless of their learning style - think more creatively, make better decisions, even learn the art of self-discipline.

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

**ELECTIVE SUBJECTS**

**Reading Intervention**
This course is designed to provide instruction in basic and developmental reading skills and strategies while emphasizing individual student progress. Course content depends on students' abilities entering the course and is designed to accelerate student growth in reading ability. Instruction may focus on reading silently or aloud,
vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, student motivation and self-directed learning.

**Comprehensive English**
This course is designed to build upon the students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. The course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students learn literary analysis skills. They also learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. In upper-level courses, students write essays and learn the techniques of writing research papers.

**English Literature**
This course is designed to offer the student an opportunity to study and reflect upon English literature. Students improve their critical thinking skills as they determine the underlying assumptions and values presented in English literary works. Oral discussion and written composition are integral parts of the course emphasis. The course may survey representative works of a particular genre or a specific theme or works of a particular era of English literature.

**Composition**
Composition emphasizes expository writing, logical development and statement of thought, and the refinement of basic writing skills. Though the structure of the course may include analyzing literature, its primary purpose is to improve the students' writing. Students compose papers using the descriptive, narrative, persuasive, or expository mode.

**Language Structure**
This course covers traditional grammar, transformational grammar and the mechanics in oral and written expression. The course may also include material on the history and development of language.

**Music Appreciation/History/Literature**
This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.

**Algebra Intervention**
This is a course of basic skills in addition, subtraction, multiplication, and division of whole numbers, as well as fractions and decimals. The course is designed for low achieving students. To effectively assist students, teachers individualize and/or make use of small group instruction. The teaching techniques emphasize the use of manipulatives and other tools, including technological tools in a laboratory setting.

**Computer Literacy**
This introductory course in computers is designed to acquaint the students with techniques for using computers. Students learn key entry skills in order to use simple word processors, mathematical or database applications, and simple graphics programming. When school resources allow, teachers may introduce students to the Internet, where they learn about different search engines, e-mail, and the variety of educational resources on the Internet.

**World Regional Geography**
This course provides an understanding of the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Topics include basic physical geography, map reading, and studies of various regions of the world. The course emphasizes the traditional and contemporary roles of foreign nations in the growth of American culture.
Psychology
This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.

Career Education
These courses are designed to acquaint students with different types of careers available currently and in the future. Students learn the degree of experience and education necessary for entry level into different careers.

Law
Students gain a practical understanding of the law and the legal system developed under the United States Constitution and Bill of Rights. They become aware of the current issues and controversies relating to law and the legal system and the mechanisms created to deal with new problems and inequities. Students are encouraged to participate as citizens in the legal system. The course includes a study of concepts underlying the law, as well as an introduction to the origin and development of our legal system, including civil and criminal law.

Child Development & Guidance
A concentration content area course that expands on the comprehensive core and prepares students to understand children’s physical, mental, emotional and social growth and development as well as provide for their care and guidance. Instruction includes prenatal developments, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. This course provides a solid foundation for any career that involves working with children, including child care and education.

Life Skills
These courses are designed for both males and females and choices that will affect their future. They focus on both financial decisions and sociological decisions for young adults. A curriculum series called Choices for Females and Challenges for Males are utilized.

Food and Nutrition
This concentration course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers in food science, dietetics and nutrition, as well as food service and hospitality.

Keyboarding (Typing)
This instructional program prepares individuals to operate an electronic typewriter or computer keyboard by using the touch system, set tabs and margins, adjust spacing, center text and format simple letters and reports.

Homework, Make-up Work, Extra Credit
The Principal and staff at each school shall develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:

1) For each grade level, the amount of time that students shall be expected to spend on homework;
2) For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians;
3) The means by which parents/guardians shall be informed about:
   a. Homework expectations;
   b. How homework relates to the student's grades
   c. How best to help their student.
4) Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits;
5) The access that students shall have to obtain;
   a. Resource materials from the library media center;
   b. Assistance and/or tutoring through telephone help lines and/or after school centers
6) The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next and
7) For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities.

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

Extra Credit
- Extra credit work will be available to all students. The teacher will determine timeline for completion of extra credit work and effect of extra credit work on performance.
- Extra credit arrangements must be completed prior to the student doing the work.

Graduation Requirements
The Butte County Board of Education desires to prepare all students to earn a high school diploma that enables them to take advantage of opportunities for postsecondary education and/or employment.

Students shall be eligible for graduation and participation in commencement ceremony from the Butte County Office of Education who meet one of the following criteria:
1) A high school diploma;
2) A certificate of completion; or
3) A certificate of attendance.

Graduation Course Requirements
The County Superintendent may grant a high school diploma to Butte County Community School students, who, while in grades 9 to 12, inclusive, have completed at least the following number of courses and credits listed on the chart of Standards of Proficiencies in Basic Skills:

<table>
<thead>
<tr>
<th>Standards of Proficiency in Basic Skills</th>
<th>Butte County Community School</th>
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<tbody>
<tr>
<td>Prescribed Course of Study</td>
<td>Year Credits</td>
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<tr>
<td>Subject Area</td>
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<tr>
<td>English 9</td>
<td>10</td>
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<tr>
<td>English 10</td>
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<td>English 11</td>
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<td>English 12</td>
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<tr>
<td>*Math</td>
<td>20</td>
</tr>
<tr>
<td>Fine Arts or Foreign Language</td>
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<tr>
<td>World History</td>
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<td>US History</td>
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<td>US Government</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
</tbody>
</table>
State and Local Assessments

Statewide Testing Notification
California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

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

- California Science Tests (CAST)
  The computer-based CAST measures students’ achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

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

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

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

English Language Proficiency Assessments for California
The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students’ English language proficiency level and to measure their progress in learning English.
Physical Fitness Test
The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs
Qualifying students can submit paperwork for counseling with our partnering agency Northern Valley Indian Health.

Medical and Medication

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

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

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

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

Confidential Medical Services
School authorities will notify students in grades 7 to 12 that they may be excused from school for the purpose of obtaining confidential medical services without your consent. (Ed. Code § 46010.1.)
Comprehensive Sexual Health & HIV/AIDS Instruction

Each year, schools are required to offer a course of study on Sexual Health at least once in middle school grades 7/8 and at least once in high school grades 9-12. Sexual Health Education instruction content must meet the requirements of Education Code section 51933. Parents/guardians have the right to be informed, in writing, of comprehensive sexual health education and HIV prevention education and research on student health behaviors planned for the coming year. The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

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

Parents/guardians have a right to request in writing that your student be excused from all or part of any comprehensive sexual health education, HIV prevention education or assessments related to that education. If a school receives a written request from the parent or guardian excusing a student from this instruction, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student. This notice does not apply to human reproductive organs which may appear in physiology, biology, zoology, general science, personal hygiene, or health textbooks, adopted pursuant to law. [Note: if arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction.] (Ed. Code §§ 51938(c) and 51939.)

Food Services

Breakfast and Lunch will be free to all students. Students are encouraged to participate in the National School Lunch Program at their school site. All meals at Butte County Community School are provided by Chico Unified School District Nutrition Services Department. You may contact the Nutrition Services Office @ 530-891-3000 ext. 20702 for further information. Butte County Community School includes nutrition education in their health curriculum.

Suicide Prevention

School sites shall make information available to parents and caregivers about:
1) the prevalence of suicide and suicide attempts among youth;
2) the risk factors, warning signs of suicide and protective factors;
3) how to respond when they recognize their student or another youth is at risk; and
4) where to turn for help in the community.

SAFETY

Data and Student Privacy

BCCS respects the rights of students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. Stringent measures are taken to ensure this privacy which comply with Butte County Office of Education’s Superintendent’s Policy and Administrative Regulations.
Butte County Office of Education (BCOE) intends that technological resources provided by BCOE be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. Students are authorized to use BCOE equipment to access the Internet or other online services in accordance with BCOE Superintendent’s policy, and BCOE’s Acceptable Use Agreement. BCOE’s Acceptable Use Agreement Policy is included in the BCCS’s enrollment handouts.

**Emergency Procedures**

Butte County Office of Education is committed to providing safe, secure and nurturing environments for students, families and employees. BCOE last revised its Comprehensive Safe School Plan for all BCOE schools/programs in 2018 and is currently in process of updating this plan by our BCOE Director of Emergency Response and Preparedness. 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. Annually, BCOE school staff complete online trainings in required areas.

At a minimum, all our policies and procedures comply with all state and federal laws related to:
- Documenting immunizations of new students
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire
- Developing emergency-response procedures
- Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens
- Assuring staff are trained and implement mandated child abuse reporting that conforms to current law
- Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent
- The adoption of a suicide prevention policy and training for staff
- Assuring that school buildings meet Fire Marshall approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements
- Establishing the school as a drug, alcohol and tobacco free workplace
- Maintaining annually reviewed Site Safety Plans
- Compliance with the Americans with Disabilities Act

**Parent Volunteers and Visitors**

Due to COVID-19, the school has temporarily suspended access to all visitors. Parents/guardians may visit the site by appointment only and with permission of site administration. To make an appointment, please see office staff and/or parent liaison for support.

**Field Trips and Transportation of Students**

BCCS and BCOE recognize that field trips are important components in the instructional program. Field trips that are properly planned and implemented can:

1) supplement and enrich classroom procedures by providing learning experiences in an environment outside the classroom.
2) stimulate new interests among students.
3) help students relate classroom experiences to the reality of the outside world.
4) bring all the resources of the community within the scope of a student’s learning experience.
The standard Field Trip/Excursion and Medical Authorization-Minor Form shall be obtained in advance for all minor students going on one-day BCOE sponsored field trips. Parents will be notified of transportation arrangements. Any adult students and/or volunteer adults who accompany staff and students on the trip must file in advance an Adult Participant Field Trip/Excursion and Medical Authorization Form.

Administrative approval should be obtained on the Request for Field Trip Form at least two weeks in advance of the trip.

**Procedures for Student Injury**

Throughout the year we will do everything we can to avoid injuries to students. In the event an injury does occur, the staff in charge of the student at the time or the staff member who witnesses the injury will implement first aid, complete an accident form, and inform office staff. Office staff will investigate and obtain as much information as possible, then phone parent/guardian to inform them.

If the injury warrants emergency services, 911 will be called first, then the parent/guardian. The parent/guardian will be informed which emergency facility their student is being transported to once office staff knows.

If the injury occurs at the hands of another student, disciplinary action will be taken, following the School-wide Discipline Policy.

**Annual School Climate Survey**

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

The School Climate Survey: Grades 3-5 is an anonymous survey used to identify school climate issues within our school. Parents will be notified in writing prior to administration of the survey and must sign a release allowing the student to participate in the survey.

**ENGAGEMENT**

**Communication, Conferences and Staff Accessibility**

BCCS will communicate with parents via the website, text message and telephone. Parents may phone or email the front office at any time to relay concerns, schedule meetings with teachers or the principal. There will be a minimum of one (1) parent/teacher conference scheduled during the school year. Another meeting can be scheduled upon parent or teacher request.

**Parent-Community Engagement Opportunities**

There are multiple events scheduled throughout the year in which parents and community members are encouraged to participate. Parenting Partners meetings occur monthly, contact the Parent Liaison.
SCHOOL SITE STAFF

Staff Professional Learning

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

ATTENDANCE

Pupil Attendance and Absences

Daily school attendance is very important! Every effort should be made to ensure students attend school daily. Excessive absenteeism and tardiness have an undesirable effect on a student’s learning and achievement. Excessive absences and habitual tardiness will result in disciplinary action and/or disenrollment.

Late Arrival and Early Departure Instructions

If a student arrives after 8:30, they must come to the front desk to receive a tardy slip. Office staff will complete a tardy slip, log student’s name on tardy log and take student’s lunch order for the day. Student will report to class with tardy slip.

Truancy

EC Section 48260 (a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the Superintendent of the school district.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Mental Health Services Act

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

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

To access mental health services within the community, please contact the Butte County Department of Behavioral Health or other mental health agency. Please see the school’s website and scroll to the bottom and click on AB2022.
Butte County Behavioral Health remains committed to providing mental health, prevention and substance use disorder services to you during the Coronavirus crisis!

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

Contact us: DBHQM@buttecounty.net
(530) 879-2456
Visit us: www.buttecounty.net/behavioralhealth/

Crisis Line: (530) 891-2180 or (800) 334-6622
Talk Line: (855) 582-5554
BUTTE COUNTY DEPARTMENT OF BEHAVIORAL HEALTH: HERE TO SERVE YOU

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Contact us today to discuss our services

Visit us online: www.buttecounty.net/behavioralhealth

<table>
<thead>
<tr>
<th>Chico</th>
<th>Oroville</th>
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</thead>
<tbody>
<tr>
<td>Youth Mental Health: (530) 891-2945</td>
<td>Youth Mental Health: (530) 538-2158</td>
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<tr>
<td>Adult Mental Health: (530) 891-2784</td>
<td>Adult Mental Health: (530) 538-7705</td>
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<td>Substance Use Disorder: (530) 879-3950</td>
<td>Substance Use Disorder: (530) 532-7277</td>
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<tr>
<td>Perinatal: (530) 879-3363</td>
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<tr>
<th>Paradise</th>
<th>Gridley</th>
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<tr>
<td>Youth Mental Health: (530) 872-6328</td>
<td>Youth &amp; Adult Mental Health: (530) 846-7309</td>
</tr>
<tr>
<td>Adult Mental Health: (530) 877-5845</td>
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</tbody>
</table>

Prevention Services: http://www.buteyouthnow.org

Crisis Line: (530) 891-2180 or (800) 334-6622  Talk Line: (855) 582-5554
Disclaimer: This guide was adapted from California Children’s Services and has been updated.

California Children’s Services

Administrative Office
2491 Carmichael Drive, Suite 400
Chico, CA 95928
(530) 895-6546

Medical Therapy Programs

Little Chico Creek Elementary School
2090 Amanda Way
Chico, CA 95928
(530) 879-7408

Sierra Del Oro Elementary School
2900 Wyandotte Avenue
Oroville, CA 95966
(530) 532-5696

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

African American Family and Cultural Center
Support groups, activities, and classes for African Americans in the Oroville area.

African American Cultural Center  (530) 532-1205
3300 Spencer Avenue, Oroville, CA 95966

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

Crisis Intervention Toll Free Line  (800) 334-6622
Local Crisis Intervention Line:  (530) 891-2810

Chico Community Counseling Center:  (530) 891-2945
109 Parmac Road, Suite 1, Chico, CA 95926

Chico Adult Outpatient Center:  (530) 891-2784
560 Cohasset Road, #175, Chico, CA 95926

Oroville Adult Services:  (530) 538-7277
2430 Bird Street, Oroville, CA 95965

Butte County Behavioral Health:  (530) 846-7305
995 Spruce Street, Gridley, CA 95948

Paradise Adult Services:  Adult (530) 877-5845
Youth (530) 872-6328
7200 Skyway, Paradise, 95969

Adult Inpatient Psychiatric Health Facility:  (530) 891-2775
592 Rio Lindo Avenue, Chico, CA 95926
Psychiatric Health Facility for individuals on 72-hour hold

Iversen Wellness and Recovery Center:  (530) 879-3311
492 Rio Lindo Avenue, Chico, CA 95926

California State University, Chico Counseling Training Center
Free counseling provided by CSU, Chico Graduate students.

WellCat Counseling Center  (530) 898-6345
Offers both individual counseling & group therapy sessions for CSU students currently enrolled in classes
CSUC Counseling Training Center  
Couple/family or individual therapy for non-CSUS students  
(530) 898-5149

Crisis Counseling available 24 hours a day/7 days a week:  
(530) 898-6345

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

24 Hour Hotline  
(800) 895-8476

Catalyst  
1931 Arlin Rhine Drive, Oroville, CA 95966  
(530) 532-6427

Feather River Tribal Health  
Provides behavioral health services. Accepts Medi-Cal and Medi-Care.

Feather River Tribal Health  
(530) 534-5394  
2145 5th Avenue, Oroville, CA 95965

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

The Growing Place  
(530) 588-0448  
1074 East Avenue, Suite A4, Chico, CA 95926

Hmong Cultural Center of Butte County  
Individual and family support, referrals for general social services, and support groups.

Hmong Cultural Center  
(530) 534-7474  
1940 Feather River Blvd, Suite H, Oroville, CA 95965

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

NVCSS Chico  
(530) 345-1600  
10 Independence Circle Chico, CA 95973

NVCSS Oroville  
(530) 538-8221  
2185 Baldwin Avenue, Oroville, CA 95966

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

Northern Valley Talk Line  
(855) 582-5554

Rape Crisis Intervention and Prevention  
Emergency help for sexual assault, counseling, and support groups.
Crisis Line  
(530) 342-7273  
Office  
(530) 891-1331  
2889 Cohasset Road #2, Chico, CA 95973

Shalom Free Clinic  
Free drug and alcohol intervention, mental and behavioral health counseling and referrals, and health screenings and education.  
Shalom Free Clinic  
(530) 342-2445  
1010 Mangrove Avenue, Suite D Chico, CA 95926

Stonewall Alliance Center  
Outreach to LGBTQ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk.  
Stonewall Alliance  
(530) 893-3336  
358 East 6th Street, Chico, CA 95928

Victor Community Support Services  
Programs and support for children, youth, young adults and families.  
Victor  
(530) 267-1700  
1360 East Lassen Avenue, Chico, CA 95973

Youth for Change  
Counseling services for children and adolescents.  
Youth for Change  
(530) 877-1965  
3259 Esplanade, Suite 103, Chico, CA 95973

Family Resources

The Axiom  
The Axiom is a youth center in downtown Oroville focused on building platforms for success for students to realize and utilize their untapped potential. Now offering distance learning support. Hours: Mon-Thurs 8:15AM to 12:30PM. Axiom regular hours: Mon-Fri 12:30PM to 5:00PM.  
The Axiom  
(530) 533-8010  
1420 Myers Street, Oroville, CA 95965

Boys and Girls Club  
Recreation, education and leadership programs for children and teens.  
Chico Clubhouse  
(530) 899-0335  
601 Wall Street, Chico, CA 95928  
Chico Teen Center  
(530) 879-5653  
628 Wall Street, Chico, CA 95928
Oroville
2959 Lower Wyandotte Road, Oroville, CA 95965 (530) 533-3139

Butte Community College

Main Campus
3536 Butte Campus Drive, Oroville, CA 95965 (530) 895-2511

Chico Center
2320 Forest Avenue, Chico, CA 95928 (530) 895-1352

Butte Glenn 211
24-hour quick access to free and low-cost services in Butte County.

Butte Glenn 211
Dial 211
www.helpcentral.org

Butte County Department of Employment and Social Services (DESS)

DESS Chico
765 East Avenue Chico, CA 95926 (530) 895-4364

DESS Oroville
78 Table Mountain Blvd, Oroville, CA 95965 (530) 538-7711

Adult Protective Services
(530) 538-7883

Adult Protective Services Reporting Line
(800) 664-9774

In-Home Supportive Services
(530) 538-7538

Public Guardian
(530) 538-7251

Butte County Library
Free access to books and computers.

Chico Library
1108 Sherman Avenue, Chico, CA 95926 (530) 552-5652

Oroville Library
1820 Mitchell Avenue, Oroville, CA 95966 (530) 552-5652

Biggs Library
464A B Street, Biggs, CA 95917 (530) 552-5652

Durham Library
2545 Durham-Dayton Hwy, Durham, CA 95938 (530) 552-5652
Gridley Library  
299 Spruce Street, Gridley, CA 95948

Literacy Services  
(888) 538-7198

CalFresh  
Food stamp benefits for eligible families and people.

CalFresh  
(877) 410-8803

http://www.c4yourself.com/
Chico: 2445 Carmichael Drive, Chico, CA 95928
Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

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

CalWORKs  
(877) 410-8803

http://www.c4yourself.com/
Chico: 2445 Carmichael Drive, Chico, CA 95928
Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

California Low Cost Auto Insurance  
Low cost auto insurance for qualifying California residents.

Low Cost Auto Insurance  
(866) 602-8861

www.mylowcostauto.com

California State University, Chico  
CSUC  
(530) 898-4636

400 West 1st Street, Chico, CA 95929

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

Caring Choices  
(530) 899-3873

580 Manzanita Avenue, Suite 5, Chico, CA 95926

Center for Healthy Communities  
CalFresh outreach and nutrition education.

Center for Healthy Communities  
(530) 898-5323

25 Main Street, #101, Chico, CA 95926

Chico Area Recreation and Park District  
Recreation programs, community events, and classes for children, adults, and seniors.

CARD  
(530) 895-4711

545 Vallombrosa Avenue, Chico, CA 95926
Computers for Classrooms, Inc.
Provides working computers for low income families and individuals.

**Computers for Classrooms**
(530) 895-4175
411 Otterson Drive, Suite 100, Chico, CA 95928

**Facebook for Sale Groups**
Chico Needs: [https://www.facebook.com/groups/ChicoNeeds/](https://www.facebook.com/groups/ChicoNeeds/)
Chico Needs II: [https://www.facebook.com/groups/294345793953524/](https://www.facebook.com/groups/294345793953524/)
Butte County’s Virtual Yard Sale: [https://www.facebook.com/groups/105386366278218/](https://www.facebook.com/groups/105386366278218/)

**Four Winds Indian Education Center**
After school programs, GED preparation, cultural classes, and health education and prevention.

**Four Winds**
(530) 895-4212
2345 Fair Street, Building 6, Chico, CA 95928

**Freecycle Network**
Online network for free and donated items.

Chico: [https://groups.freecycle.org/group/ChicoCA/](https://groups.freecycle.org/group/ChicoCA/)
Oroville: [https://groups.freecycle.org/group/OrovilleCA/](https://groups.freecycle.org/group/OrovilleCA/)

**National Parent Helpline**
Emotional support, listening, and referrals to parenting resources and support.

**Helpline**
(855) 427-2736
[www.nationalparenthelpline.org](http://www.nationalparenthelpline.org)
(855) 4 A PARENT

**Oroville Adult Education Center**
Academic and vocational training for all ages.

**Oroville Adult Education**
(530) 538-5350
2750 Mitchell Avenue, Oroville CA 95966

**Valley Oak Children’s Services**
Childcare referrals and programs for low-income families.

**Valley Oak**
(530) 895-3572
3120 Cohasset Road, #6, Chico, CA 95973

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**Health and Wellness**

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

**Addus**
(530) 566-0405
196 Cohasset Road, #270 Chico, CA 95926
Ampla Health
Comprehensive medical and dental services, accepts Medi-Cal.

Chico  (530) 342-4395
680 Cohasset Road, Chico, CA 95926

Chico Dental  (530) 342-6065
236 West East Avenue, Suite H, Chico, CA 95926

Oroville  (530) 534-7500
2800 Lincoln Street, Oroville, CA 95966

Gridley  (530) 846-6231
520 Kentucky Street, Gridley, CA 95948

Butte County Public Health
Free family planning services, immunizations, confidential testing, and health education services.

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

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

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

Butte Home Health and Hospice
Home health care services, accepts Medi-Cal.

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

Caring for Women Pregnancy
Free pregnancy tests, education, parenting classes, and resources (diapers, wipes, etc.).

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

Covered California
Covered CA  (800) 300-5813
Calicovered.org

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

Hospital  (530) 332-7300
1531 Esplanade, Chico, CA 95926
Enloe Prompt Care
Immediate medical services not requiring emergency care.

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

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

Rapid Care: Adventist Health
Medical Clinic in Paradise.

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

Adventist Health
Home health care service in Paradise.

6626 Clark Road, Suite P, Paradise, CA 95969
(530) 871-3378

Feather River Tribal Health
Health and wellness services for families.

FRTH
2145 5th Avenue, Oroville, CA 95965
(530) 534-5394

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

Call Social Services for more information (916) 734-2583

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

Leukemia and Lymphoma Society
7750 College Town Drive, #210, Sacramento, CA 95826
(916) 929-4720

Medi-Cal

Chico
765 East Avenue, Suite 200, Chico, CA 95926
(530) 879-3479

Oroville
78 Table Mountain Blvd, Oroville, CA 95965
(877) 410-8803
Northern Valley Indian Health
Provides medical and dental services, all patients welcome.

NVIH  (530) 896-9400
845 W. East Avenue, Chico, CA 95926

Chico Cohasset Dental and Women’s Health  (530) 433-2500
500 Cohasset Road, Suite 15 Chico, CA 95926

Children’s Health Center  (530) 781-1440
1515 Springfield Drive, Chico, CA 95928

Orchard Hospital
24-hour acute care hospital.

Hospital  (530) 846-9000
240 Spruce Street, Gridley, CA 95948

Oroville Hospital
24-hour acute care hospital.

Hospital  (530) 533-8500
2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center
Adult day health care services.

Peg Taylor Center  (530) 342-2345
124 Parmac Road, Chico, CA 95926

Planned Parenthood
Sexual and reproductive healthcare services for everyone.

Planned Parenthood  (530) 342-8367
3100 Cohasset Road, Chico, CA 95973  (800) 230-7526

Project S.A.V.E. Chico
Collects and re-distributes quality recycled medical and dental equipment and supplies, free of charge.

S.A.V.E.  (530) 680-5974
2553 Hwy 32 (Inside the East and 32 Mini Storage), Chico, CA 95973

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

Shalom Free Clinic  (530) 342-2445
1010 Mangrove Avenue, Suite D, Chico, CA 95926
Shriners Ben Ali Shrine Center
Annual free screening clinics in Butte County for children with special health conditions.

Shriners (916) 920-4107
3262 Marysville Blvd, Sacramento, CA 95815
http://www.facebook.com/ChicoShrineClub

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

Chico (866) 964-7585
1370 E Lassen Avenue #150, Chico, CA 95973

Oroville (866) 331-7130
115 Table Mountain Blvd, Oroville, CA 95965

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

Women’s Health Specialists (530) 891-1911
1469 Humboldt Road, Suite 200, Chico, CA 95928

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

Clinic & 24-hour Hotline (530) 897-6100
115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports Camp
Sports camp provided through Chico State for children with disabilities.

Ability First (530) 588-0335
http://www.facebook.com/abilityfirstsports

ARC of Butte County
Services for individuals with disabilities, including respite care and support groups.

Chico (530) 891-5865
2020 Park Avenue, Chico, CA 95928

Oroville (530) 532-8759
2745 Oro Dam Blvd E, Oroville, CA 95966
**Autism Lifespan**
Networking and support for families of children with special needs.

**Autism Lifespan**
2418 Cohasset Road, Unit 150, Chico, CA 95926

(530) 897-0900

**Brain Injury Coalition**
Resource information and support for individuals suffering from brain injuries.

braininjurycoalition.info

**Brain Injury Coalition**
341 Broadway Street, Suite 311 Chico, CA 95929

(530) 342-3118

**Butte Community College: Disabled Student Program and Services**
Support services for Butte College students with disabilities.

**Disabled Student Program & Services**
3536 Butte Campus Drive, Oroville, CA 95965

(530) 895-2455

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

**Caminar**
376 Rio Lindo Avenue, Chico, CA 95926

(530) 343-4421

**CSU, Chico Accessibility Resource Center**
Support services for Chico State students with disabilities.

**Accessibility Resource Center**
400 W. First Street, Chico, CA 95929
Student Services Center 170

(530) 898-5959

**CSU, Chico Autism Clinic**
Diagnostic evaluations, assessment, and programs for individuals with autism.

**Autism Clinic**
400 W. First Street, Chico, CA 95929
Yolo Hall Room 243

(530) 898-6373

**CSU, Chico Center for Communication Disorders**
Speech and language services provided by graduate student clinicians.

**Center for Communication Disorders**
400 W. First Street, Chico, CA 95929

(530) 898-5871

**Deaf and Disabled Telecommunications Program**
Telecommunications Program

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

(800) 806-1191
Disability Action Center
Free support and advocacy for individuals with special needs, including rental housing, referrals, assistive technology, durable medical equipment, etc.

Disability Action Center  (530) 893-8527
1161 East Avenue, Chico, CA 95926

Disability Rights California
Legal advocacy for people living with disabilities.

Disability Rights  (800) 776-5746

Do-It Leisure
Recreation for developmentally disabled individuals. Job and life skills support for adults with developmental disabilities.

Do-It Leisure  (530) 343-6055
80 Independence Circle, Suite 200, Chico, CA 95973

Easter Seals
Services for children and adults with disabilities.

Yuba City  (916) 673-4585
1670 Sierra Avenue, #601, Yuba City, CA 95993

Sacramento  (916) 485-6711
3205 Hurley Way, Sacramento, CA 95864

Far Northern Regional Center
Community referrals and advocacy for individuals with developmental disabilities.

Far Northern  (530) 895-8633
1377 East Lassen Avenue, Chico, CA 95973

Handi-Riders of Northern California
Horseback riding for people living with disabilities.

Handi-Riders  (530) 533-5333
1391 Clark Road, Oroville, CA 95965

Hartford Place
Apartment building for people with developmental disabilities.

Hartford Place  (530) 345-2029
2058 Hartford Drive, Chico, CA 95928

Home Health Care Management
Assistance with caring for special needs individuals.
Home Health  
1398 Ridgewood Drive, Chico, CA 95973

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

Chico  
(530) 343-9147

Office of Client’s Rights Advocacy  
Legal advocacy for clients of Far Northern Regional Services.

Client’s Rights Advocacy  
1280 East 9th Street, Unit E, Chico, CA 95928

(530) 345-4113

Passages Caregiver Resource Center  
Services and respite care for caregivers.

Passages  
25 Main Street, Suite 202, Chico, CA 95929

(530) 898-5923

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

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

(530) 226-5129

State Department of Rehabilitation  
Vocational testing and job placement assistance for disabled people.

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

(530) 895-5507

Oroville  
78 Table Mountain Blvd., Oroville, CA 95965

(530) 538-6856

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

Office  
1238 S Street, Sacramento, CA 95811

(916) 452-8271

Senior Impact Project  
(916) 889-7516
The State Council on Developmental Disabilities is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and support they need to fully participate in their communities. Through advocacy, capacity building, and systemic change, SCDD works to achieve a consumer and family-based system of individualized services, supports, and other assistance.

Office
80 Independence Circle, Suite 210, Chico, CA 95973
(530) 895-4027

Wings of Eagles – The Joseph Alvarez Organization
Financial assistance for families with a seriously ill children that are considered life-threatening. Apply yearly for out-of-pocket expenses.

Chico
P.O. Box 4031, Chico, CA 95927
(530) 893-9231

Work Training Center
Job placement and recreation programs for adults with disabilities.

80 Independence Circle, Chico, CA 95973
(530) 343-7994

Housing

City Housing Office
www.chico.ca.us/pod/rental-assistance-and-resources
411 Main Street, 2nd Floor, Chico, CA 95928
(530) 879-6300

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

Community Action Agency – Chico Location
181 East Shasta Avenue, Chico, CA 95973
(530) 712-2600

Community Action Agency – Oroville Location
2640 S. 5th Avenue, Oroville, CA 95965
(530) 712-2600

Community Housing Improvement Program
Low income apartment rentals and credit counseling.

Community Housing Improvement Program
1001 Willow Street, Chico, CA 95928
(530) 891-6931

City of Oroville Housing Department
Housing programs for income qualified families.
Oroville Housing Department  
1735 Montgomery Street, Oroville, CA 95965  
(530) 538-2495

Habitat for Humanity of Butte County  
Homebuilding and home repair for families who qualify for the program.

Habitat for Humanity  
220 Meyers Street, Chico, CA 95928  
(530) 343-7423

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

Housing Authority  
2039 Forest Avenue, Chico, CA 95928  
(530) 895-4474

Town of Paradise Housing Program  
Deferred, low-interest loans to eligible first-time home buyers.

Housing Program  
5555 Skyway, Paradise, CA 95969  
(530) 872-6291 ext. 122

Legal Services

Butte County Self Help and Referral Program (SHARP)  
Referral program for self-represented litigants.

Chico  
1775 Concord Avenue, Chico, CA 95928  
(530) 532-7024

Oroville  
One Court Street, Oroville, CA 95965  
(530) 532-7015

Butte County Victim Assistance Bureau  
victimwitness@buttecounty.net

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

Victim Witness  
25 County Center Drive, #218, Oroville, CA95965  
(530) 538-7340

Legal Services of Northern California  
Free legal services and assistance for low income families.

Legal Services of Northern California  
541 Normal Street, Chico, CA 95928  
(530) 345-9491

Community Legal Information Center  
Free legal information and referrals.
Community Legal Information Center
25 Main Street, #102, Chico, CA 95928

Superior Court of California, County of Butte County
www.buttecourt.ca.gov

Butte County Courthouse
One Court Street, Oroville, CA 95965

Appeals (530) 532-7023
Court Administration (530) 532-7013
Court Compliance (530) 532-7014
Criminal (530) 532-7011
Jury (530) 532-7001
Juvenile Delinquency (530) 532-7010
Mediation (530) 532-7003
Traffic (530) 532-7005

North Butte County Courthouse
1775 Concord Avenue, Chico, CA 95928

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

Emergency Assistance Services

6th Street Center for Youth
Safe place and services for youth ages 14-24. Offers basic services: showers, laundry, computer access, clothing, snack bags daily, and dinner. Offers free and confidential counseling.

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

American Red Cross
Emergency shelter, food, and clothing.

Yuba City (530) 673-1460
2125 East West Onstott Frontage Road, Yuba City, CA 95991

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

Adult Protective Services (800) 664-9774
Catholic Ladies Relief Society
Help with groceries, PG&E utility bill, bus tickets, co-payment for medications, and non-narcotic prescription needs. Also recommend St. Vincent de Paul # (530)680-7917 – leave message.

Office (530) 895-8331
1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division
Services and intervention for abused and neglected children and their families.

24-hour Abuse Hotline 1-800-400-0902
Chico Location (530) 879-3731
765 East Avenue, Suite 120 Chico, CA 95926

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

Oroville Location (530) 538-7882
78 Table Mountain Blvd., Oroville, CA 95965

Father's House Church Food Pantry
Food distribution every Friday from 1:00-2:00PM.

Food Pantry (530) 534-4140
2833 Fort Wayne Street, Oroville, CA 95966

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

Gridley Community Center (530) 538-7534
200 East Spruce Street, Gridley, CA 95948

Temporarily closed

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

Jesus Center (530) 345-2640
1297 Park Avenue, Chico, CA 95928

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

Hope Center (530) 538-8398
1950 Kitrick Avenue, Suite A, Oroville, CA 95966
Oroville Rescue Mission
Free meals and shelter for homeless individuals in Oroville area.

Administrative Office  (530) 533-9120
2150 Bird Street, Oroville, CA 95965

Men’s Shelter  (530) 534-9541
Women’s Shelter  (530) 533-0351
4250 Lincoln Blvd, Oroville, CA 95966

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

Toll Free  (800) 728-7825
Chico  (530) 342-1871
567 E. 16th St Chico, 95928

Oroville  (530) 534-7155
1640 Washington Ave Oroville, 95966

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

Torres Community Shelter  (530) 891-9048
101 Silver Dollar Way, Chico, CA 95928

Aurora House  (530) 891-9048
Separate location for families (currently a wait list)

Transportation Services

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

Toll Free  (800) 227-2345
www.cancer.org
American Kidney Fund
Financial assistance referral must be made from hospital social worker only. For transplant patients, will provide transportation expenses. For dialysis patients, will provide more extensive transportation support. Maximum grant for car repair is $150 twice a year.

Toll Free (800) 638-8299
www.kidneyfund.org

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

Toll Free (888) 4-AN-ANGEL
www.angelflightwest.org (888) 426-2643

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

Toll Free (800) 822-8145
B- Line (530) 342-0221
326 Huss Drive, #125, Chico, CA 95928
www.blinetransit.com

Adventist Health Home Care & Hospice Yuba City
Home health and hospice care. Serves some of Butte County including Gridley/Biggs.

Adventist Health Home Care & Hospice Yuba City (530) 673-7100
1007 Live Oak Boulevard, Suite B3, Yuba City, CA 95991 FAX: 673-7886

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

Anthem Blue Cross (877) 931-4755
California Health and Wellness (866) 842-0631

Shriners Hospital for Children
Free van transportation program for Shriners' patients and their families only. Must give three days prior notice.

Veronica (Shriners Representative) (916) 453-2095
Phone number for driver: (916) 202-6942

Wings of Eagles – The Joseph Alvarez Organization
Financial assistance for families with primarily cancer or life-threatening illnesses. $100 per month for transportation expenses, there is also a family car repair program.
Work Training Center
Transportation system offered by WTC for those unable to use public transportation.

WTC
2255 Fair Street, Chico, CA 95928
(530) 343-7994

Transition Services

Disability Benefits 101
Many people with disabilities fear that if they go to work, they'll lose needed health care and other disability benefits. DB101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help you make informed choices and show you how you can make work part of your plan.

cadb101.org

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

GHPP
MS 8100, PO Box 997413, Sacramento, CA 95899-7413
(916) 552-9105 (option #2)
www.dhcs.ca.gov/services/ghpp/Pages/default.aspx

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

www.gottransition.org

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

Disability Action Center
1161 East Avenue, Chico, CA 95926
(530) 893-8527
actionctr.org

Office of Disability Employment Policy (ODEP)
Promoting policies and coordinating with employers and all levels of government to increase workplace success for people with disabilities.
Farmers Markets

Gridley Farmers Market

Gridley District Office
239 Sycamore Street, Gridley, CA 95948

Tuesday Market
Daddow Park: between Hazel and Sycamore Streets
June to August 5:30-8:00 PM

Oroville Chico Paradise Farmers Market
Chico Certified Farmers Markets (CCFM)
PO Box 455, Chico, CA 95927
chicofarmersmarket.com

CHICO:

Wednesday Market
North Valley Plaza Mall Parking Lot: Pillsbury Road adjacent to Trader Joe’s
Year Round. 8:00 AM – 1:00 PM

Thursday Night Market
Downtown Chico: Broadway between 2nd and 5th Streets
April to last week of September. 6:00 - 9:00 PM

Saturday Market
Downtown Chico Municipal Parking Lot: 2nd Street & Wall Street
Year Round. 7:30 AM – 1:00 PM

OROVILLE:

Saturday Market
Downtown Oroville: Montgomery Street and Myers Street
May to last week of October. 7:30 AM – 12:00 PM

Oroville Hospital Community Farmer’s Market
Every Wednesday from first week of May (May 6th) to September 30th from 9:00 AM to 2:00 PM
Dove’s Landing Parking Area 1450 Oro Dam Boulevard

PARADISE:

**Tuesday Market**
Paradise Alliance Church Parking Lot, 6491 Clark Road
7:30 AM – 12:00 PM

**Volunteer Income Tax Assistance**

[www.buttecounty.net/bclibrary/TaxInfo](http://www.buttecounty.net/bclibrary/TaxInfo)

**Dorothy F. Johnson Center**
775 East 16th Street, Chico, CA 95928
Saturdays, February 1 through April 8: 9:00 AM to 3:00 PM

**CARD Community Center**
545 Vallombrosa Way, Chico, CA 95926 (530)895-4711
Mondays & Wednesdays, February 1 through April 8: 12:00 to 4:00 PM

**CSU, Chico - Bell Memorial Union**
400 West 1st Street, Chico, CA 95929
Mondays & Wednesdays, February 1 through April 8. 4:00 PM to 8:00 PM (closed during Spring Break & for the Cesar Chavez Holiday)

**Oroville Branch Library, Meeting Room**
Jim (530) 534-1833
1820 Mitchell Avenue, Oroville, CA 95966
Tuesdays & Fridays, February 1 through April 15: 9:00 AM to noon on Fridays & 1:00 PM to 5:00 PM on Tuesdays for an appointment please call: (530) 332-8576

**African American Family & Cultural Center**
3300 Spencer Avenue, Oroville, CA 95966 (530) 532-1205
Wednesdays (Walk-in Day Only), January 23 through April 18: 9:30 AM to 12:00 PM, Monday, Tuesday & Thursday: Call for an appointment.

**Additional Resource Assistance**

Butte 211
[Helpcentral.org](http://Helpcentral.org)
Site Family Engagement Plan

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 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 agendize 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/or 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 site council meetings.
• provide an annual LCAP Survey and stakeholder meetings.
• consider the various needs of stakeholders when sending communication or providing training, 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)(8)).

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 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 parent liaison support, as available
- annual site activities (e.g. harvest/fall festival aligned to educating parents on academic standards; monthly get togethers with parent information)

Assistance may include:

- opportunities for parents to volunteer and participate in their student’s class and to observe classroom activities
- materials and trainings to address academic and social-emotional needs
  - include topics, as appropriate, identified by parents/family members through the use of PBIS and LCAP surveys
- provide strategies to increase foundational math and literacy skills. Trainings may include:
  - research-based curriculum resources in trainings
  - academic and/or social-emotional learning
- community partner guest speakers
- community resources
- opportunities for parents to volunteer and participate in their student’s class and to observe classroom activities, when appropriate.
- Pertinent topics delivered through Parenting Partners

Staff Training:

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
- Periodical newsletter and calendar
With the assistance of Title I, Part A parents (not sure if this word should be parents here), 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]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Butte County Community Schools on 4/1/2021 and will be in effect for the period of 2021-2022 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 9/6/2021.
School Compact

Butte County Office of Education Butte County Community School 2021-2022 School-Parent Compact

SSC Approved: 4/1/2021

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:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children 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 is implemented school-wide to meet the individual needs of students.
  - Teachers are part of a Professional Learning Community. Teachers use this time to analyze student data and identify strategies to address individual needs.

- **Communication:**
  - **Provide parents and family members with reasonable access to staff and frequent reports on their children’s progress.** Specifically, the school will:
    - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
    - Report cards completed every quarter
    - Staff respond to email and phone messages within a timely manner
    - Appointments are available with any staff member working with the student

- **Engagement:**
  - **Provide parents and family members with assistance in understanding the state’s academic standards, assessments, and how to monitor and improve the achievement of their student**
    - Provide parents opportunities to volunteer and participate in their student’s class, and to observe classroom activities
    - Provide parents and family members with materials and training to help them improve the academic achievement of their student
      - Include, as appropriate, topics identified by parents/family members
      - Provide trainings and information in a format, and where practicable, a language that parents and family members can understand
    - Conduct other activities to encourage and support parents and family members in more fully participating in their student’s education (example: Parenting Partners, family nights, etc)

Educate staff members in the value of parent and family member contributions and how to work with them as equal partners
- Use CA Department of Education Family Engagement Framework and research-based training materials
- Schedule training/coaching with Title I LEA Family Engagement Coordinator

**Parent Responsibilities**

As parents, we agree to support our children’s learning in the following ways:

- Monitor work completion
- Participate in decisions related to my child’s education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 15 minutes after classes and scheduled meetings
- 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 parent or guardian
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Stay current on school activities and events
- Follow the P.B.I.S. behavior expectations at all times
Safety Plan
A copy of BCCS Safety Plan is available for review and on our website.

**GOALS AND ACTION STEPS – Physical Environment**

**Improvement Goal:** Increase safety of Butte County Community School by increasing preparation of school staff for emergency situations. All staff will work collaboratively to develop and implement:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Responsible Staff</th>
<th>Timeline</th>
<th>Budget</th>
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<tbody>
<tr>
<td>1) Intruder on campus drills</td>
<td>Time to schedule/plan and develop drills and protocol. Collaboration with Boys and Girls Club, Chico</td>
<td>BCCS Admin, Admin Assist. Boys &amp; Girls Admin</td>
<td>2020-21 Ongoing</td>
<td>N/A</td>
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<td>2) Earthquake drills</td>
<td>Time to schedule/plan and develop drills and protocol.</td>
<td>BCCS Admin, Admin Assist. Boys &amp; Girls Admin.</td>
<td>2020-21 Ongoing</td>
<td>N/A</td>
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<td>3) Continue fire drills</td>
<td>Time to schedule/plan and develop drills and protocol.</td>
<td>BCCS Admin, Admin Assist. Boys &amp; Girls Admin</td>
<td>2020-21 Ongoing</td>
<td>N/A</td>
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<td>4) Review and update emergency protocols for schools</td>
<td>Time to review and update current plan. Time to train teachers and staff</td>
<td>All staff</td>
<td>2020-21 Ongoing</td>
<td>N/A</td>
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<td>5) Review evacuation plan and school readiness with law enforcement and school officials</td>
<td>Meet with law enforcement and school personnel to walk site and determine needs</td>
<td>Principal, Director of Alt Ed programs, sheriff, CHP, Keenan, B&amp;G</td>
<td>2020-21 Ongoing</td>
<td>TBD</td>
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**Evaluation Criteria:** Effectiveness of the plan will be evaluated by all staff according to records/logs of trainings, records/logs of drills and implementation of findings related to readiness plan.
## GOALS AND ACTION STEPS - School Climate

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

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<th>Action Steps</th>
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<tr>
<td>1) Continue implementation of PBIS model (Tier 1 &amp; Tier 2) (Elementary)</td>
<td>County and site trainings and ongoing PD</td>
<td>All site employees</td>
<td>2020-21</td>
<td>N/A</td>
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<td>Student Centered Coaching, County and site trainings</td>
<td></td>
<td>Ongoing</td>
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<td>2) Begin PBIS Model Tier 1 (Secondary)</td>
<td>BCOE trainings</td>
<td>Principal and teacher</td>
<td>2020-21</td>
<td>N/A</td>
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<td>Site training</td>
<td>Principal, psychologist, teachers, counselors</td>
<td>Ongoing</td>
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<td>3) MTSS/SEL</td>
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<td>4) Continue Student Study Team model to assist with the determination of needs and necessary supports</td>
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**Evaluation Criteria:** Evaluation will be based on PBIS data, logs of ongoing trainings for teachers and staff. Data through pre and post surveys. Effectiveness of SST system determined by post SST meetings
School Calendar

2021-2022
BCOE - Butte County Community School

July 2021

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May 2022

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Totals

- Academic Days: 180
- Minimum Days: 0
- Planning Days: 3
- Daybreak Days: 1
- Non-Academic: 14
- Holidays: 15
- Teacher Days: 183

* 1/2 BCOE Holiday on 12/22 & 12/29 combined to make 1 full day Holiday
** 1/2 Vacation day on 12/22 & 12/29 combined to make 1 full day Vacation
Copies of Opt In (TK-7) & Opt Out Forms (8-12)

OPT-OUT: Directory information is released according to law unless you choose to opt-out and inform your student’s school in writing of your choice to opt-out. Student Directory Information may include one or more of the following items: student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; degrees and awards received; most recent previous school attended.

Please initial that you have read and understand the OPT-OUT information.

Parent/guardian initial: ____________________

To opt-out the parent may complete the opt-out section below or complete an OPT-OUT form and return it to the school office at time of enrollment, or by October 31st.

For All Students: Parent/guardian, check appropriate box, initial and date

I am exercising the right to “opt-out” for my student for release of directory information to colleges;

I am exercising the right to “opt-out” for my student named above for release of directory information to representatives of the news media;

I am exercising the right to “opt-out” for my student named above for release of directory information to prospective employers;

I am exercising the right to “opt-out” for my student named above for release of directory information to nonprofit organizations.

(High School Students/Parents Only)
Military Recruiters: I am exercising the right to “opt-out” for release of directory information.

Parent/guardian initial: ____________

High school student initial: ____________
Acknowledgment of Receipt

Butte County Office of Education

2021-2022 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

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

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

Please complete the “Acknowledgment of Receipt and Review” form below and return it to your student’s school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

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

Student Name:__________________________________________________________

School: _____________________________ Grade: ______________

Parent/Guardian Name: __________________________________________________

Address: __________________________________________________________________

Home Telephone Number: _________________________________________________

________________________________________________________________________  Date: __________________

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

________________________________________________________________________  Date: __________________

Signature of Student (if student is 18 or older)