

Chico Country Day Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



CHICO COUNTRY
DAY SCHOOL
A PUBLIC CHARTER SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2025-26 School Contact Information

School Name	Chico Country Day Charter School
Street	102 West 11th Street
City, State, Zip	Chico
Phone Number	5308952650
Principal	Wendy Fairon
Email Address	wfairon@chicocountryday.org
School Website	www.chicocountryday.org
Grade Span	
County-District-School (CDS) Code	04614246113773

2025-26 District Contact Information

District Name	Chico Country Day School
Phone Number	530-895-2650
Superintendent	Wendy Fairon
Email Address	wfairon@chicocountryday.org
District Website	www.chicocountryday.org

2025-26 School Description and Mission Statement

At Chico Country Day School (CCDS), we believe every child deserves a place where they are known, valued, and inspired to thrive. From TK through 8th grade, our students grow in a supportive community that celebrates curiosity, creativity, and connection.

Our well-rounded approach blends project based, real world experiences with award winning social-emotional learning, preparing students not just for the next grade, but for life. Here, children gain the skills, confidence, and character to meet challenges, embrace opportunities, and make a positive impact on the world.

We invite you to explore our vibrant school community and see how we nurture both the minds and hearts of our students while living out our motto:

Be good to each other, and do work that matters

While we value a lot of things at CCDS, our Vision, Mission, and Values keep us grounded and focused on the work we do with students. These values help us hire the right staff and teachers, and they help guide our decisions.

Vision:

Igniting minds, nurturing hearts, and preparing students for the futures they aspire to build.

Mission:

We partner with students, families, and the community to spark curiosity and engage in work that matters.

Values:

Everyone is a learner, including teachers, students, staff, and parents.

We empower student voices, fostering agency and collaboration.

We create access to opportunity and success, regardless of identity markers like race, gender, income, or religion.

We courageously embrace change and challenges, showing up as our best selves in honest conversations.

We take time to celebrate successes and embrace joy.

In 2019, Chico Country Day School was awarded a six year WASC Accreditation. Grades offered include TK through eighth grade.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	62
Grade 2	63
Grade 3	62
Grade 4	62
Grade 5	63
Grade 6	59
Grade 7	55
Grade 8	62
Total Enrollment	585

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.7
Asian	3.8
Black or African American	1.5
Filipino	0.3
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.4
White	66.7
English Learners	1.9
Foster Youth	0.2
Homeless	0.5
Socioeconomically Disadvantaged	31.1
Students with Disabilities	12.8

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.4	94.92	623.3	86.19	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.9	1.51	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13.4	1.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	25.5	3.53	11953.1	4.28
Unknown/Incomplete/NA	1.3	5.08	49.9	6.91	15831.9	5.67
Total Teaching Positions	25.7	100	723.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.2	90.35	604.7	85.06	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.5	1.49	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.57	38.1	5.36	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	17.1	2.42	11746.9	4.23
Unknown/Incomplete/NA	1.6	6.04	40.3	5.67	14303.8	5.15
Total Teaching Positions	27.9	100	710.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.6	92.5	598.2	86.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	8.6	1.25	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.91	29.9	4.34	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.4	3.99	12112.8	4.34
Unknown/Incomplete/NA	0.9	3.59	24.4	3.54	13705.8	4.91
Total Teaching Positions	25.6	100	688.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at
<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	Nov. 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning ELA curriculum Grades K-5 Digital and Supplementary materials used grades 6-8 supporting Project Based Learning Assessments and Trackers on Beacon platform	0
Mathematics	K-5: Cognitively Guided Instruction: CGI Math 6-8: CPM Khan Academy	0
Science	Digital and Supplementary materials used at all grade levels supporting Project Based Learning Discovery Education Online Techbooks OpenSciEd CK-12	0
History-Social Science	Discovery Education Online Techbooks Geoguesser Digital and Supplementary materials used at all grade levels supporting Project Based Learning	0
Foreign Language	N/A	
Health	RULER platform/curriculum TeenTalk Digital and Supplementary materials used at all grade levels supporting Project Based Learning	0
Visual and Performing Arts	Digital and Supplementary materials used at all grade levels supporting Project Based Learning	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

The school facility is safe, clean and completely renovated. Facility improvements began in October 2013 and included routine maintenance and repairs over the summer of 2013, and the remodel of the Middle School building which became the middle school campus in March 2014. The entire school campus was renovated beginning in March 2014 under the Rehabilitation program of Proposition 1D. New classrooms and bathrooms were added and students and teachers moved in at the beginning of the school year 2014. The new gym was completed in January 2015. This campus houses grades K-5 and the project was complete in March 2015. In 2020, the school renovated the kindergartens, the main office, added a Response to Intervention room and a room for Special Education. This project was completed in 2021.

Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	65	53	54	47	48
Mathematics (grades 3-8 and 11)	46	49	39	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	358	100.00	0.00	64.53
Female	171	171	100.00	0.00	65.50
Male	187	187	100.00	0.00	63.64
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	49.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	67.65
White	241	241	100.00	0.00	68.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	132	132	100.00	0.00	53.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	41.03

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	357	99.72	0.28	49.30
Female	171	171	100.00	0.00	45.03
Male	187	186	99.47	0.53	53.23
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100.00	0.00	26.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	54.55
White	241	241	100.00	0.00	54.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	27.27
Socioeconomically Disadvantaged	132	132	100.00	0.00	37.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	23.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.15	44.26	39.48	40.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	122	100.00	0.00	44.26
Female	60	60	100.00	0.00	46.67
Male	62	62	100.00	0.00	41.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	86	86	100.00	0.00	48.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	28.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98	100	98	98
Grade 7	92.5	90.6	92.5	94.3	98.1
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

When parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. Just as we view each child as a unique individual, so we see each family as a unique partner in the child's education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

CCDS parents are important to the schools success in many ways:

Parents Provide Home Academic Support by:

Ensuring my child comes to school ready to learn.

Reading with my child(ren) every night and/or providing a quiet place to work,

Following through with school recommended actions.

Parents Provide School Support by:

Sending my child to school on time and ensuring my child is not absent from school unnecessarily.

Supporting and adhering to the School policies outlined in our Parent/Student Handbook.

Parents Participate by:

Attending school exhibitions of student work.

Attending school PAC meetings, LCAP/WASC stakeholder meetings, or Board of Director meetings.

Actively collaborating and communicating with teachers to meet child's learning needs.

Making positive contributions to the school community.

Being an active member of the community by working to continuously improve CCDS for all students.

Classroom volunteer

Field trip Chaperone and Drivers

Coffee with Administration

Parent Information nights during the enrollment period

2025-26 Opportunities for Parental Involvement

For further opportunities to participate you can send an email to ctrout@chicocountryday.org or kclarke@chicocountryday.org or call 530-895-2650.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	603	54	9.0
Female	285	283	24	8.5
Male	322	320	30	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	106	17	16.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	59	6	10.2
White	396	396	28	7.1
English Learners	11	11	1	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	216	214	31	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	89	13	14.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.2	1.36	1.81	3.85	3.31	3.6	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.38	0.29	0.36	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	1.40	0.00
Male	2.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.69	0.00
White	1.26	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The CCDS Comprehensive Safe Schools Plan was reviewed and revised in the 24/25 school year by a Safety Committee comprised of parents, staff, board members, and administration. The Comprehensive School Safety Plan was presented to the Board of Directors and staff Spring of 2025. Key components of the plan include:

- Assessment of school crime committed on school campuses and at school-related functions
- Child Abuse Reporting Procedures
- Disaster Procedures
- School Suspension/Expulsion Guidelines
- Procedures to Notify Teachers of Dangerous Pupils
- Sexual Harassment Policies
- Dress Code
- Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff
- Safe and Orderly School Environment Conducive to Learning
- School Discipline Rules and Consequences
- Hate Crime Reporting Procedures and Policies

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	0
1	21	0	3	0
2	21	1	2	0
3	20	2	1	0
4	30	0	2	0
5	31	0	2	0
6	30	1	8	1
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	0
1	21	1	2	0
2	21	0	3	0
3	21	1	2	0
4	31	0	2	0
5	31	0	2	0
6	27	3	4	2
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	21	1	2	
2	21	1	2	
3	21	1	2	
4	31		2	
5	32		2	
6	30	3	3	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15236.92	3394.58	11842.34	61943.17
District	N/A	N/A	8789.45	\$84,878
Percent Difference - School Site and District	N/A	N/A	29.6	-25.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	9.5	-44.9

Fiscal Year 2024-25 Types of Services Funded

Chico Country Day School (CCDS) receives funding from a variety of federal, state, and local sources to support programs and services that promote student achievement and well-being. Federal funds include Title I to provide academic intervention and instructional support for students; Title II to enhance teacher effectiveness through professional development; Title IV to promote a well-rounded education; Child Nutrition to ensure access to healthy meals; and Federal Special Education Services to support students with disabilities.

State-funded programs include Lottery funding for instructional materials and classroom resources, the Expanded Learning Opportunities Program (ELOP) for before and after school enrichment, State Special Education Services, Transitional Kindergarten implementation, Mental Health Services, and Arts and Music program funding. Chico Country Day School also employs a full-time School Social Worker dedicated to social-emotional learning and student support.

Additionally, Educator Effectiveness and Professional Development funds are utilized to provide staff training, mentoring, and growth opportunities that strengthen instructional quality and support continuous improvement. CCDS maintains a fiscally responsible approach to budgeting, including a 7 percent reserve for economic uncertainty, ensuring the continued stability of programs and services. The school's use of resources is aligned with its mission to provide a safe, inclusive, and innovative learning environment for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,903	\$62,783
Mid-Range Teacher Salary	\$76,993	\$97,783
Highest Teacher Salary	\$121,181	\$128,020
Average Principal Salary (Elementary)	\$134,269	\$160,224
Average Principal Salary (Middle)	\$144,054	\$166,992
Average Principal Salary (High)	\$155,590	\$180,971
Superintendent Salary	\$293,354	\$313,465
Percent of Budget for Teacher Salaries	30.74%	30.05%
Percent of Budget for Administrative Salaries	4.5%	5%

Professional Development

A number of factors play a role in the Professional Development (PD) and Professional Learning that is offered to our staff which includes furthering our practice in Project Based Learning, CGI Math, Implementing Common Core State Standards, Next Generation Science Standards, and competency-based grading and assessment. We review student assessment data, staff professional learning needs survey results, student learning survey results, and our charter guidelines when outlining professional development that is offered throughout the year. In addition, our WASC and LCAP goals are considered when choosing Professional Development.

Having a staff of newly credentialed teachers and veteran teachers allows for opportunities for staff to learn together. Protocols and collaboration times are designed for staff to learn from each other as we grow our practice within classrooms. Teachers are supported in a number of different ways during the implementation of new curriculum and/or methods. Teachers have collaborative meetings during the professional development days to support one another with the implementation of new practices, allow time to review student data and create plans to address student needs. The Director of Education meets with individual teachers, grade-level teams, and groups of teachers on a frequent basis to provide professional support. Staff participates in the assessment of current practices, review of student performance data/ artifacts and vertical alignment twice a year. Teachers are provided time and support to observe in other classrooms and co-teach. Weekly collaboration time is built into the schedule so that staff is provided with regular time to meet and assist one another with the implementation of PD.

Additionally, Professional Learning is provided through conferences, mentoring, workshops, webinars, virtual meetings, and site-based professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	22	20	22.5