



#### **Board Members**

Jessica Lawrence, Chair (2019)  
Lowell Daun, Vice Chair (2019)  
Michele Mittman, Treasurer (2019)  
Chris Constantin, Secretary (2019)  
Brian Ausland, Member (2019)  
Charles Thompson, Member (2019)  
Suzanne Zivnуска, Member (2020)

### **AGENDA**

#### **BOARD OF DIRECTORS REGULAR BOARD MEETING**

**May 8, 2019 5:45pm**

Chico Country Day School – Room 7 & Common Area (Middle School Campus)  
102 West 11<sup>th</sup> Street/1054 Broadway, Chico, CA 95928

#### **Mission Statement**

*Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.*

#### **1. CALL TO ORDER & ROLL CALL (5:45pm)**

#### **2. CLOSED SESSION (Closed Session will take place in Room 7)**

##### **2.1 Conference with Legal Counsel – Anticipated Litigation:**

Significant exposure to litigation pursuant to Government Code §54956.9(b) (one case)

##### **2.2 Public Employee Evaluation**

Per Government Code §54957

Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer

*If Closed Session is not complete by 6:00pm, it will resume immediately following the regular meeting*

#### **3. REGULAR SESSION (6pm – Common Area)**

3.1 Approval of Regular Agenda

3.2 Report from Closed Session

#### **4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA**

#### **5. CONSENT AGENDA**

5.1 Minutes from Regular Meeting of 3/13/19

5.2 SELF JPA Agreement Resolution

5.3 Reclassification of English Learner Policy

5.4 EPA Expenditure Report: 2018-19

5.5 EPA Spending Plan: 2019-2020

5.6 Measure K Requests: Geotechnical Contract, DSA Fees, Bid Advertisement, Cost Analysis Study

#### **6. DISCUSSION/ACTION ITEMS**

6.1 Leadership Report

6.2 Measure K project update

6.3 Measure K/CCDS Budget project addition - Step Up Academy Playground removal & reinstallation

6.4 Discussion: May Revise, Budget Multi-Year Projection

6.5 Discussion: Certificated & Classified Salary Scale & Salary Scale Increases

6.6 Administrative contract overages

6.7 Recruitment of Board Members 2019-2022



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Suzanne Zivnуска, Member (2020)

- 6.8 WASC Mid-Cycle report
- 6.9 LCAP draft
- 6.10 Charter Petition Renewal Draft

## **7. ADJOURNMENT:** Adjourn; Next Regular Meeting is June 12, 2019

### **Information, Procedures and Conduct of CCDS Board Meetings:**

#### **Student Participation:**

At the discretion of the Board Chair, students may be given priority to address items to the Board

#### **Public input on specific agenda items and those items not on the agenda:**

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

**Special Needs:** If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

**Copies of Agendas and Related Materials:** Materials are available at the meeting, on the website at [www.chicocountryday.org](http://www.chicocountryday.org), or in the Main office prior to the meeting @ 102 W. 11<sup>th</sup> Street, Chico, CA 95928.



## **Minutes**

### **CCDS Board of Directors Regular Meeting**

**Date: Wednesday, March 13, 2018**

**Time: 5:30 p.m.**

**Location: CCDS Middle School**

**1054 Broadway Campus, Room 7**

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:52 p.m. Attendees: Jessica Lawrence, Lowell Daun, Michele Mittman, Charles Thompson. Chris Constantin, Suzanne Zivnuska Absent: Brian Ausland

### **2. CLOSED SESSION**

#### **2.1 Public Employee Evaluation**

Per Government Code §54957

Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer

### **3. REGULAR SESSION**

- 3.1 Approval of Regular Agenda** – Constantin/Daun to approve. All in favor: Lawrence, Daun, Mittman, Thompson, Constantin, Zivnuska (6-0).
- 3.2 Report from closed session** – No reportable action

### **4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA - None**

- 5. CONSENT AGENDA – 5.2 pulled for discussion: Paragraph 3a refers to a Paragraph 9 which does not exist. This should be changed to paragraph 7 for both contracts. Constantin/Daun to approve. All in favor: Lawrence, Daun, Mittman, Thompson, Constantin, Zivnuska (6-0)**

**5.1** Minutes from Special Meeting of 2/20/19

**5.2** MOU with Sherwood & Achieve for Counseling Services March-June 2019

**5.3** Overnight Field Trip Approval: 6<sup>th</sup> Grade Science Camp – 5-21-5/24

### **6. DISCUSSION/ACTION ITEMS**

- 6.1 Leadership Report:** Discussed School Mint and Element G & H for Charter submission (handout provided)
- 6.2 2<sup>nd</sup> Interim Budget Revision:** Constantin/Mittman to approve. All in favor: Lawrence, Daun, Mittman, Thompson, Constantin, Zivnuska (6-0)

- 6.3 **Measure K Request Update:** Solar project was cancelled and we received full refund. Other projects may come forward and require an April Meeting.
- 6.4 **Discussion: Budget Multi-Year Projection** – Handout provided
- 6.5 **Discussion: Certificated & Classified Salary Scale & Salary Scale Increases** – No action taken
- 6.6 **Recruitment of Board Members 2019-2022** – No action taken
- 6.7 **Form 700 of Board Members** – No action taken

**7. ADJOURNMENT:** Lawrence adjourned at 7:07 pm; Next regular meeting is May 8, 2019.

Respectively Submitted,  
Chris Constantin





## BOARD RESOLUTION

WHEREAS, Chico Country Day School joined Schools Excess Liability Fund (SELF) to self-fund excess liability coverages; and;

WHEREAS, the SELF Board of Directors has approved and recommends the amendment dated December 7, 2018 for approval;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors/Trustees of the educational entity named below hereby:

**APPROVES**      the amendment to the SELF JPA Agreement.  
**REJECTS**        the amendment to the SELF JPA Agreement

Passed and adopted by the Board of Directors of Chico Country Day School this 8th day of May, 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

# S A M P L E

Resolution No.: \_\_\_\_\_

## BOARD RESOLUTION

WHEREAS, \_\_\_\_\_ joined Schools Excess Liability Fund (SELF) to self-fund excess liability coverages; and;

WHEREAS, the SELF Board of Directors has approved and recommends the amendment dated December 7, 2018 for approval;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors/Trustees of the educational entity named below hereby:

**APPROVES** ☐ the amendment to the SELF JPA Agreement.  
**REJECTS** ☐ the amendment to the SELF JPA Agreement

Passed and adopted by the Board of Directors of \_\_\_\_\_  
this \_\_\_\_\_ day of \_\_\_\_\_, 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date



Schools  
Excess  
Liability  
Fund

## MEMORANDUM

**To: SELF Members**

**From: Dave George, Chief Executive Officer**

**Date: April 24, 2019**

**Subject: Schools Excess Liability Fund – JPA Agreement Amendment**

Dear SELF Member,

### **BACKGROUND**

Enclosed for your review and action is a proposed revision to the SELF Joint Powers Agreement. The amendment enables compliance with Gov. Code 6509, which states that SELF must designate one of its members as a contracting party. This means that whatever procedural rules apply to that member's agency to exercise its powers to operate will also apply to SELF. The amendment is non-substantive and has no impact on your district/JPA from either a financial or liability perspective.

The Orange County Department of Education, an active SELF member since 1986, has agreed to be named SELF's designated contracting party and the revision to the JPA Agreement has been drafted by SELF's general counsel and approved by the SELF Board of Directors. Now, per the JPA Agreement, it must be ratified by the parties to the agreement. All active SELF members are parties to the agreement.

The changes to the agreement to gain compliance with GC. 6509 are as follows:

- Page 1: First paragraph has been updated naming the document as the Sixth Amendment to the Agreement and to state the effective date of the amended agreement
- Page 2: Under Section I. Definitions - the definition for Contracting Party has been added as Item F. in keeping with the alphabetical order for the definitions
- Page 6: Under Section III. Administration - Item T has been amended to name the Orange County Department of Education as the designated contracting party.

(Continued)



A Public Agency  
Joint Powers Authority

1531 "I" Street  
Suite 300  
Sacramento, CA 95814  
(916) 321-5300  
(916) 321-5311 fax  
[www.selfjpa.org](http://www.selfjpa.org)



Schools  
Excess  
Liability  
Fund

Page 2

**ACTION NEEDED BY YOU**

We need you to place this item on your next available school district board agenda for approval. Your Board will need to adopt a resolution stating that it accepts the amendment to the JPA Agreement. We have provided a sample resolution that you can customize for that purpose, and instructions on uploading that executed resolution along with a copy of the signature page to the amended agreement to a secure online site will be provided to you in an email from TrueBallot, Inc., the company handling the amendment vote for us.

Please do not hesitate to contact SELF's Director of Communications & Member Services Lois Gormley if you have any questions or need further assistance with this matter. Her direct line is 916-553-3203 or she can be reached by email at [lois@selfjpa.org](mailto:lois@selfjpa.org).

We greatly appreciate your membership in SELF and hope to make this process as easy as possible for all you.

Sincerely,

A handwritten signature in blue ink, reading "Dave George".

Dave George, ARM  
Chief Executive Officer

1531 "I" Street  
Suite 300  
Sacramento, CA 95814  
(916) 321-5300  
(916) 321-5311 fax  
[www.selfjpa.org](http://www.selfjpa.org)



A Public Agency  
Joint Powers Authority

**SIXTH AMENDMENT AND RESTATEMENT OF THE  
SCHOOLS EXCESS LIABILITY FUND  
A JOINT EXERCISE OF POWERS AGREEMENT  
Among Specified Public Educational Agencies  
for the Management, Operation and Maintenance  
of Risk Pooling and Insurance Programs for  
Excess Liability, Property, Workers' Compensation and other Programs**

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THIS DOCUMENT constitutes the Sixth Amendment and Restatement of the Schools Excess Liability Fund Joint Powers Agreement (hereinafter "Agreement") effective December 7, 2018. This Agreement supersedes that original Agreement dated March 1, 1986 as well as all prior amendments thereto. Pursuant to the provisions of Title I, Division 7, Chapter 5, Article 1 of the Government Code of the State of California (commencing with Section 6500 thereof) relating to the joint exercise of common powers, this Agreement is entered into among those **public educational agencies** as defined in this Agreement, which are or may hereafter become **parties** to this Agreement, for the purpose of operating an **Authority** to be known and designated as "Schools Excess Liability Fund," hereinafter referred to as SELF.

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**W I T N E S S E T H**

**WHEREAS**, the public interest requires and it is to the mutual benefit of the **parties** hereto to join together to establish and operate cooperative **programs** of risk pooling, insurance and risk management for excess liability, property, workers' compensation and other **programs**, and

**WHEREAS**, the operating of such cooperative **programs** is of such magnitude that it is necessary for the **parties** to this Agreement to join together to accomplish the purposes hereinafter set forth, and

**WHEREAS**, each of the **public educational agencies** which is a **party** to this Agreement has the power to establish, manage, operate and maintain **programs** of excess risk pooling and insurance for liability, property, workers' compensation and other **programs**, and

**WHEREAS**, Title I, Division 7, Chapter 5, of the California Government Code authorizes the joint exercise by two or more public agencies of any power which is common to each of them;

**NOW THEREFORE**, for and in consideration of the mutual advantages to be derived therefrom and in consideration of the execution of this Agreement by other **public educational agencies**, each of the **parties** hereto does agree as follows:

(Throughout this Agreement, words and phrases that appear in bold type have special meanings. They are defined in Section I, below.)

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## I. DEFINITIONS

Unless otherwise stated herein, for purposes of this Agreement the following words shall have the meanings stated:

- A. **Agreement** means this Joint Powers Agreement executed by parties to **SELF**.
- B. **Authority** means **SELF**.
- C. **Board** means the **Board** of Directors of SELF as established by this Agreement and the Bylaws.
- D. **Bylaws** means the **Bylaws** by which SELF is to be governed.
- E. **Claim** means that portion of a settlement, judgment, compromise and release, award, **claim** or other covered loss, which exceeds or is likely to exceed a **party's retained limit** as specified in the appropriate **Memorandum of Coverage**. **Claim** costs shall include expenses as defined in such **Memorandum of Coverage**.
- F. **Contracting party** means that Party designated by the Board pursuant to Government Code section 6509.
- G. **Contribution** shall mean money, including, but not limited to, special assessments, paid by a **party** to SELF in return for the services and coverage outlined in the appropriate **Memorandum of Coverage**.
- H. **Fiscal year** means the period of time commencing on July 1 and ending the following June 30.
- I. **Fund** means a sum of money established for the purpose of carrying out this Agreement. A separate **fund** shall be established for each **program**.
- J. **Member** means a person duly elected or appointed to the **Board** of Directors as provided for in this Agreement.
- K. **Memorandum of Coverage** means a document specifying terms, conditions, coverages, and limits of liability for a **program** operated by SELF.
- L. **Party** means a **public educational agency** which is a **party** to this Agreement.
- M. **Program** means liability, property, workers' compensation, or other coverage programs authorized by the **Board**.
- N. **Public educational agency/agencies** means any public school district, community college district, county board of education/county superintendent of schools, regional occupational programs/centers, The California State University or other public entity

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providing educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in this Agreement.

## II. PURPOSE

The purpose of this Agreement is to establish, operate, and maintain and/or fund pooling and insured **programs** for excess liability, property, workers' compensation and other **programs** approved by the **Board**, the function of said **programs** being within the power common to each of the **parties** to this Agreement.

## III. ADMINISTRATION

SELF shall be governed by a **Board** of Directors, which shall be established and shall operate as follows:

- A. With the exception of the two *ex-officio* positions, eligibility for membership on the **Board** shall be limited to employees of **public educational agencies** that are **parties** to the SELF Agreement as defined. Only the designated primary **Board member** or alternate **Board member** may represent that **member's** constituency.
- B. Membership: The **Board** of Directors shall consist of sixteen elected and one appointed voting **members** and two ex-officio **members**, as follows:
  - 1. There shall be four elected **members** from community colleges, two representing the South and two representing the North (See Appendix I);
  - 2. There shall be one elected **member** from each of the **SELF Areas** one, two, three and four (See Appendix I);
  - 3. There shall be two elected **members** from **SELF Area** five (See Appendix I);
  - 4. There shall be six elected **members** from **SELF Area** six (See Appendix I);
  - 5. There shall be one *ex-officio* **member** from the State Community College Chancellor's Office;
  - 6. There shall be one *ex-officio* **member** from the Office of the State Superintendent of Public Instruction; and
  - 7. There shall be one **member** appointed by the Chancellor of The California State University for so long as The California State University is a **party** to the SELF Agreement.
- C. Election: Each **party** to the Agreement, with the exception of The California State University, shall be entitled to submit one ballot for the election of **members** within its

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**SELF Area.** Elected **Board members** shall begin their term of office July 1, following the election.

- D. Alternates: The **Board** shall appoint alternates for each **member**. The **Board** may consider recommendations from **members** when making such appointments. Alternates shall serve at the pleasure of the **Board**.
- E. Term of Office: Elections shall be held every two years. Each **member** shall serve for a period of four (4) years. The terms of office for the **members** from the State Community College Chancellor's Office, the Office of the State Superintendent of Public Instruction, and The California State University shall be determined by the appointing authority.
- F. Vacancies of the **Board**: In the event that a **member** is unable to fulfill his/her term of office, the **Board** shall, at its discretion, appoint a replacement to serve the remainder of the **member's** term. In the event that a **member** is an employee or agent of a **party** giving notice of withdrawal, pursuant to Article XV of these Bylaws, such **member** shall be deemed to have resigned from the **Board** as of the date of the notice, even though the effective date of the resignation occurs at the end of the fiscal year.
- G. SELF shall comply with the Ralph M. Brown Act (Government Code § 54950 *et seq.*) to the extent required by law.
- H. Quorum: Except as otherwise required by the **Agreement** and these **Bylaws**, a quorum of the **Board** shall consist of a majority of the voting **members** of the **Board** or when applicable (*e.g.*, due to **Board member(s)** absence from a meeting), **Board** alternates.
- I. Attendance at Meetings: All **members** or their alternates shall attend all meetings of the **Board**. If a **member** or alternate fails to attend two consecutive meetings, the **Board** may declare a vacancy in that office.
- J. Voting: With the exception of *ex-officio* positions, each **member** or, when applicable, alternate, shall have one vote, which may be cast on any issue before the **Board**. Except as otherwise permitted by Sections 54950, *et seq.* of the California Government Code, no proxy or absentee votes shall be permitted. Except as otherwise provided in these **Bylaws**, a vote of a majority of the primary or alternate **Board members** in attendance shall be sufficient to constitute action, provided a quorum is established.
- K. **Board Officers**: The officers of the Board shall consist of a chairperson, vice chairperson, secretary and comptroller. The officers shall be elected by the **Board** from among themselves on a single vote per **member** basis. The term of office for officers shall be two (2) years.
- L. Notice of Meetings: Except for special meetings, notices of meetings shall be sent by mail to each **member** and alternate no less than thirty (30) days before regularly scheduled meetings.
- M. Conduct of Meetings: Unless otherwise determined by the **Board**, meetings shall be conducted pursuant to the most current edition of "Robert's Rules of Order."

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- N. Minutes: The secretary shall cause to be kept minutes of all open-session meetings of the **Board** and shall, as soon as possible after each meeting, cause a copy of the minutes to be provided to each **member** and alternate.
- O. Expense Reimbursement: Members or alternates shall receive reimbursement for travel and *per diem* expenses incurred in accordance with policy established by the Board. Members or alternates shall not receive any other form of reimbursement.
- P. Indemnification: **Board members** and their alternates are indemnified, by the **Agreement**, and SELF does hereby agree to indemnify and hold them, and each of them, severally and jointly, harmless against and free from all claims, expenses, demands, penalties, fines, forfeitures, judgments, settlements, attorney fees, and any other amount whatsoever actually and reasonably incurred or threatened by reason of, or as a result of, their official participation and actions in pursuance of the execution and administration of the **Agreement** and the operation of the **Authority** created thereunder, including but not limited to amounts arising out of or by any judicial or quasi-judicial action or proceeding, whether civil, criminal, administrative or investigative, on condition that it appear to the satisfaction of the **Board** that the indemnitee acted in good faith and in a manner reasonably believed by him or her to be in the best interest of SELF, or that such a person had no reasonable cause to believe that his or her conduct under the circumstances was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or plea of *nolo contendere* or its equivalent shall not for purposes of the Agreement and these **Bylaws** of itself create any presumption that the indemnitee did not act in good faith and in a manner which he or she reasonably believed to be in the best interest of SELF, nor any presumption that such a person had reasonable cause to believe that his or her conduct under the circumstances was unlawful. This provision of indemnity shall not be construed to obligate SELF to pay any liability, including but not limited to, punitive damages, which by law would be contrary to public policy or itself unlawful. The **Board**, at its discretion, may self-fund or provide for errors and omissions insurance policy coverage for the directors and officers and employees of SELF, at the expense of SELF.
- Q. Meetings: The **Board** may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that it will hold at least two regular meetings each year. The date, time and place for the regular meetings shall be fixed by the **Board**. Such meetings shall be publicly noticed prior to the meeting by the **Board**. All meetings of the **Board** shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, *et seq.* of the California Government Code), and as augmented by rules of the **Board** not inconsistent therewith. A calendar shall be distributed to all primary and alternate **Board members**, and to any person who has filed a written request seeking notice of **Board** meetings, and shall provide notice solely of regular (*i.e.* not special or adjourned regular or special) meetings. The **Board** may hold additional meetings as determined by the **Board** and consistent with the Brown Act. Except as otherwise provided or permitted by law, all meetings of the **Board** shall be open and public. The **Board** shall cause to be kept minutes of its meetings, and shall promptly transmit to the primary **members** of the **Board** and their alternates, true and correct copies of the minutes of such meetings.

R. The **Board** shall designate its principal office as the location at which it will receive notices, correspondence, and other communications, and shall designate one of its primary **members** or employees as an officer for the purpose of receiving service on behalf of the **Board**. The **Board** shall comply with the provisions of Sections 6503.5 and 53051 of the Government Code requiring the filing of a statement with the Secretary of State and with the State Controller.

S. The Board may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, this **Agreement** and the **Bylaws**.

T. Consistent with Government Code section 6509, ~~SELF hereby designates the Orange County Department of Education as the contracting party whose restrictions upon the manner of exercising powers described in Government Code section 6509 shall also apply to SELF. In the event that the contracting party-Orange County Department of Education ceases to be the contracting party, the Board may designate a new contracting party to take the place of the terminating contracting party by formal resolution of the Board with written consent of the new contracting party. shall amend this Agreement to designate a new party as the contracting party.~~

U. Administration: The **Board** shall, either directly or by contract, perform the following services:

1. Provide for payments of **claims** in accordance with this **Agreement** and the **Bylaws**.
2. Establish yearly **contributions** and loss reserves for each **program** and return of **contributions**/rate credits, if appropriate. Pursuant to the payment of the required **contributions** by each **party** to SELF, SELF shall issue to each **party** a **Memorandum of Coverage** indicating the coverage provided to the **party** by SELF and the exchange of services, if any. The coverage provided by such **Memorandum of Coverage** will begin for each **party** on the date set forth in the declarations of the **Memorandum of Coverage** and will expire at the end of the **fiscal year**.
3. Provide a strict accountability of all **funds** for each **program** and a report of all receipts and disbursements.
4. Provide for pooled or insured **excess coverage** above the **retained limit** as specified in the respective **program Memorandum of Coverage**.
5. Provide, when necessary, for legal representation in defense of **claims** expected to exceed the **retained limit**.
6. Provide for annual audit of the **funds** by an independent Certified Public Accountant.

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7. Provide for management reports, including but not limited to, actuarial analyses, claims audits and special reports.
8. Prepare and maintain **claim** files and other records and cause same to be retained.
9. Provide for, when necessary, investigation of **claims**.
10. Provide information in defense of **claims**.
11. Authorize the allowance, compromise, settlement or rejection of **claims**.
12. Prepare all notices and reports and otherwise prepare all matters necessary to comply with the provisions of state law and other legal directives.
13. Prepare a Policy and Procedures Operating Manual to be followed by each of the **parties** hereto.
14. Except as otherwise provided in this **Agreement** and the **Bylaws**, the **Board** shall have the authority to make and enter into contracts, employ agents and employees, acquire, hold and dispose of real and personal property, incur all debts, liabilities or obligations as is necessary to administer and carry out the purposes of the Authority, file suit, and enter into such settlements as may be beneficial to SELF, as determined by the **Board**.
15. Appoint a **custodian** to be the depository and have custody of all the money of SELF pursuant to the California Government Code, Section 6505.5. Such **custodian** shall perform those functions as required by said Code and other applicable law.
16. Establish bank accounts and/or trust funds as appropriate.
17. Provide procedures for election of the **Board** of Directors.
18. Provide for other services as necessary.

#### IV. BYLAWS

SELF shall be governed by this Agreement and the **Bylaws** which are incorporated herein by reference. **Parties** to this Agreement are bound by the provisions of the **Bylaws**. In the event that there is a conflict in the provisions of this Agreement and the **Bylaws**, this Agreement shall prevail over the **Bylaws**.

#### V. TERM OF AGREEMENT

This Agreement shall continue in effect unless and until it is terminated as provided for in Section IX of this Agreement.

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## VI. MEMBERSHIP

- A. Eligibility: **Public educational agencies** within California may become **parties** to this Agreement upon application to and approval by the **Board**. **Parties** may participate in any one or more **programs** operated by SELF.
- B. Successors: Should a **party** to this Agreement reorganize in accordance with State law, the successor or successors in interest to such **party** may be substituted as a **party** or **parties** to this Agreement, and such substitution shall become effective upon the filing with the **Board** of an assignment by such **party** to its successor or successors in interest of all of said **party's** rights and obligations hereunder, provided such assignment is fully executed by the **party** to this Agreement and its successors.

## VII. WITHDRAWAL OF A PARTY

A **party** to this Agreement may cease to be a **party** hereto or may discontinue participation in any **program**, and may withdraw as a **party** to this Agreement or from any **program**, in the manner hereinafter provided:

- A. Three (3) Fiscal Years' Participation: No party to this Agreement may withdraw from a program until it has been a party to such program for at least three (3) consecutive, full fiscal years.
- B. Resolution of Withdrawal: To effect withdrawal from this Agreement, or from any **program** (e.g., Liability or Worker's Compensation) in which a **party** is participating, such **party**, by its governing body, shall adopt a resolution stating that it is going to withdraw from SELF or from the SELF program, effective July 1 of that year or the following year.
- C. Notice of Withdrawal: A **party** that is going to withdraw shall cause to be sent to the **Board** a true copy of the resolution of its governing body stating that it is going to withdraw.
- D. A **party** which is going to withdraw shall serve its notice of withdrawal upon the **Board** in the manner provided in this **Agreement** (at **Section XIV** hereof, *infra*) for the giving of notice. As long as the notice of withdrawal is received in the SELF office by the close of business on December 31, the notice shall be effective on the last day of SELF's **fiscal year** during which the notice of withdrawal was given. If the notice of withdrawal is received in the SELF office after the close of business on December 31, the effective date of such withdrawal shall be on the last day of SELF's **fiscal year** following the fiscal year in which the notice was given.
- E. Continuing Obligations of a Withdrawing **Party**: A **party** withdrawing from a **program** may be entitled to a share of any equity distributions, if any, or be liable for its share of any assessments, if any, declared by the **Board**. After considering reserves for **claims**

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reported and **claims** incurred but not reported, the **Board** shall make a determination as to whether to declare any equity distribution or impose any loss assessment, that is based on the overall fiscal impact of the withdrawal on the **program** pool, and that fosters the preservation of the fiscal integrity of the **program** pool. In no event will any equity distribution be made to a withdrawing **party** until after five (5) years have elapsed from the date the **party** withdrew from the **program**. In addition, the withdrawal of a **party** from a **program** shall not relieve such **party** of any obligations that such **party** otherwise has in connection with **claims** which arose while said withdrawn **party** was a participant in such **program**.

#### VIII. INVOLUNTARY TERMINATION OF MEMBERSHIP IN SELF

- A. A **party** may be involuntarily terminated from **SELF** for failure to pay contributions or assessments to **SELF** when due; failure to report claims in a timely manner; failure to comply with the provisions of the **Memorandum of Coverage, Agreement, or Bylaws**; or for other good cause as determined by the **Board**. In the event of such termination, the terminated **party's** equity or deficit position while a participant in any **SELF program** will continue to be reflected in the records and reports required under "**Article XIII, Accounts and Records**," in the **Bylaws**, and the provisions of **Section VII, Paragraph E** of this **Agreement**, *supra*, shall also apply to such terminated **party**.

#### IX. TERMINATION OF AGREEMENT

The governing bodies of the **parties** may determine that the public interest will not be served by the continuance of this Agreement. In such event, by a two-thirds (2/3) vote of the total number of **parties** voting in favor of termination, this Agreement shall be terminated effective at the end of the **fiscal year** specified by such parties at the time of voting. The **Board** shall provide for the continued administration of **SELF** business during the period of up to ten (10) years as referred to in Section X, *infra*.

#### X. DISTRIBUTION OF PROPERTY AND MONIES UPON TERMINATION OF THIS AGREEMENT

- A. Reserve Account: Upon any termination of this Agreement, the **Board** shall provide or cause to be provided, **program** reserve accounts for a period of up to ten (10) years for the purpose of paying all legal obligations hereunder, and such obligations shall include but not be limited to, all payments required to be established for the purpose of paying **claims**, and any other legal obligations incurred by the **Board** pursuant to this Agreement. At the end of such period of up to ten (10) years, the **Board** or its designee shall make no more payments in connection with **claims** which arose while the Agreement was in effect and any such liability shall revert to the individual **parties** to this Agreement. In lieu of liabilities reverting to the individual parties, the Board may, at its discretion, arrange for the transfer of such liabilities through the purchase of commercial insurance.

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- B. Distribution of Assets: Upon termination of this Agreement, all assets remaining after the establishment of the reserve accounts shall be distributed to the then current **parties** to this Agreement in proportion to each **party's** cumulative **contributions** relative to the cumulative **contributions** of all **parties**.

## XI. LIABILITIES

- A. **Claims** Indemnification and Hold Harmless: Each **party** to this Agreement shall be liable for its *pro rata* share of all of the debts and liabilities of the **parties** hereto for **claims**. A **party's** *pro rata* share shall be determined by such **party's** cumulative contributions and assessments relative to the cumulative contributions and assessments of all **parties** to this Agreement. To achieve such purpose, each **party** hereby indemnifies and holds harmless the other **parties** for any loss, cost, or expense that may be imposed upon such other **party** in excess of such *pro rata* liability. The rules for interpreting indemnity agreements as set out in Civil Code Section 2778 are hereby expressly made a part of this Agreement.
- B. Other Debts, Liabilities and Obligations: Except as otherwise provided in paragraph A of this Section, the debts, liabilities and obligations incurred in the administration of this Agreement shall not constitute any debt, liability or obligation of any of the individual **parties** to this Agreement, and the **Board** as administrator of this Agreement may insure all or any part of any liability incurred by it hereunder. The cost of such insurance shall be an administrative expense of the **Board** and it shall be expended from the appropriate **funds** in the same manner as other administrative expenses.

## XII. AMENDMENTS TO THIS AGREEMENT

- A. Any amendment to this Agreement shall require that once a majority of the **parties** to the Agreement have voted on a proposed amendment properly approved by the SELF **Board**, approval by two-thirds (2/3) of the voting **parties** shall be sufficient to enact the proposal. As to amendments to this Agreement, a **party** may cast an individual vote or a joint powers agency whose members are **parties** to this Agreement may cast the votes on behalf of all of its members, so long as the joint powers agency and its members have expressly so agreed, in writing.
- B. Proposed Amendments: Any **party** to this Agreement may at any time propose amendments to this Agreement. Any proposed amendment shall first be submitted to the **Board** for study and recommendation. The **Board** shall have a reasonable time within which to make such study and to submit its recommendations to the **parties**. Recommendation for adoption of an amendment shall occur at a meeting wherein two-thirds (2/3) of the **members** are present and at least three-fourths (3/4) of such **members** vote for adoption. A copy of the proposed amendment, together with the **Board's** report and recommendation, shall be sent to all **parties** for action by their governing bodies

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either approving or rejecting the amendment. If the proposed amendment does not receive approval by vote of the **Board**, no further action shall be required.

- C. Action on a Proposed Amendment: When the **Board** submits to the **parties** a proposed amendment for action, the **Board** shall specify thereon the deadline for action by the **party** or **parties**. Within the deadline specified, each **party** shall consider the proposed amendment and take action, either approving or rejecting it, and a copy of such action shall be filed with the **Board**. Responses must be post-marked on or before the deadline, in order to be counted. In the event fifty per cent (50%) of the parties have not responded by the deadline, the **Board** may, at its discretion, extend the deadline.
- D. Effective Date of Amendment: Unless otherwise stated in the amendment, the effective date of any amendment shall be on July 1 following its adoption.

### XIII. TORT LIABILITY

Section 895.2 of the Government Code imposes certain tort liability jointly upon public entities solely by reason of such entities being **parties** to an agreement as defined in Section 895 of said Code. Therefore, the **parties** hereto, as between themselves, pursuant to the authorization contained in Sections 895.4 and 895.6 of the Government Code, each assumes the full liability imposed upon it or any of its officers, agents, or employees by law for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement, to the same extent that such liability would be imposed in the absence of Section 895.2 of the Government Code. To achieve this purpose, each **party** hereby agrees to indemnify and hold harmless the other **parties** for any loss, cost or expense that may be imposed upon such other **parties** solely by virtue of Section 895.2 of the Government Code.

### XIV. NOTICE AND SERVICE THEREOF

Any notice given pursuant to this Agreement shall be in writing and shall be dated and signed by the party giving, and duly authorized to give, such notice. Notices to SELF shall be delivered to SELF's principal place of business, which is currently 1531 "I" Street, Suite 300, Sacramento, California 95814.

### XV. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be determined by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the remaining portions, terms, conditions, and provisions shall not be affected thereby.

### XVI. MISCELLANEOUS

- A. The section headings herein are for convenience only and are not to be construed as modifying or governing the language in the section to which they refer.

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- B. Whenever in this Agreement any consent or approval is required, the same shall not be unreasonably withheld.
- C. By execution of this Agreement the executing **party** certifies that it has read the currently adopted **Bylaws**, and agrees to comply therewith and with future **Bylaws** as approved by the **Board** in the exercise of its powers under this Agreement.

#### **XVII. EFFECTIVE DATE**

Notwithstanding Article XII, Paragraph D, this Agreement shall become effective immediately upon its adoption by two-thirds (2/3) of the **parties** voting thereon, as more specifically set forth in Section XII, Paragraph A., *supra*.

**IN WITNESS WHEREOF**, each of the **parties** hereto has caused this **JOINT POWERS AGREEMENT** to be executed as an original counterpart by its duly authorized representative on the date indicated below.

**Date:** \_\_\_\_\_

**Name of Public Educational Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

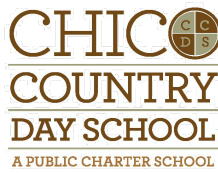
**City, State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_ **Facsimile Number:** \_\_\_\_\_

**School District Number:** \_\_\_\_\_

**By:** \_\_\_\_\_





## **Chico Country Day School English Learner Reclassification Policy**

**Reclassification** is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and charter. Chico Country Day School has developed student reclassification policy and procedures based on criteria set forth by California Department of Education (CDE) guidelines. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

1. Performance on the English Language Proficiency Assessments for California (ELPAC) is Overall Performance Level (PL) 4.
2. Teacher evaluation of academic performance.
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skill based on the performance of English proficient students of the same age.

All English Learners who meet each of the Reclassification criteria will be Reclassified. When one of the prescribed criteria items cannot be met, the principal may recommend Reclassification and support services. English Learner students with special needs may not be able to meet the Charter's Reclassification criteria but can be recommended by the IEP Team for Reclassification based upon results from an alternate assessment. The IEP team would review the criteria and then make a team decision.

**Chico Country Day School**  
**2018-2019 Education Protection Account (EPA)**  
**Program Expenditure Detail**

**Estimated Expenditures through June 30, 2019**

<b>Description</b>	<b>Account Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	\$726,249.00
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
<b>TOTAL AVAILABLE</b>		<b>\$726,249.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	\$726,249.00
Instruction-Related Services		\$0.00
Library,Media Technology	1218	\$0.00
Other Instructional Resources		\$0.00
Pupil Services		
Pyschological Services	1212	\$0.00
Health Services	1226	\$0.00
Other Pupil Services	1220	\$0.00
Ancillary Services	2340	\$0.00
Community Services	2360	\$0.00
Enterprise		\$0.00
General administration		\$0.00
Plant Services	2340	\$0.00
Other Outgo		\$0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>\$726,249.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>\$0.00</b>

**Chico Country Day School**  
**2019-20 Education Protection Account (EPA) Spending Plan**

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

*The spending plan must be approved by the governing board during a public meeting. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. Refer to the attached list of functions for which EPA funds may be used. Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.*

**Chico Country Day School estimated 2017-2018 EPA Entitlement:**

**\$723,564**

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated and classified staff. The percentage of funds used per group is determined by their share of costs to the general fund.

<b>Group</b>	<b>Percentage of GF Cost per Group</b>	<b>Percentage to be applied to EPA funds</b>	<b>Amount</b>
Certificated	74%	100%	\$723,564
Classified	20%	0%	\$0
Administration	6%	not eligible	not eligible
Total		100	\$723,564

<b>Certificated Positions</b>			
<b>Position</b>	<b>Number of Employees</b>	<b>Account Code</b>	<b>Estimated Cost</b>
Classroom Teachers	up to 12	1110	\$723,564
Total	up to 12		\$723,564

**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Submission Mtg Date	3/25/19
Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	(530) 895-2650 / margaret@chicocountryday.org
Year Established	1997
Charter Renewal Date	2020
CDS Code	04-61424-6113773
Charter Number	112
Website	www.chicocountryday.org

**1. Type of Project:**

- ☐ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☒ Modernization/Repair/Renovation/Improve  
☐ Purchase or Lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

**Request 8: Phase 1 & 2 – Portable Removal and Installation, Kinder/Main Office Construction:** This is cost for the geotechnical engineering for phase one & two of the CCDS construction project, where 4 modulares will be moved across campus to provide temporary housing for our office and kindergarten classrooms (Phase 1) and then the kindergarten, main office, and other ancillary building will be constructed (Phase 2).

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

- 
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA: 560/540.4**

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no *(if no, please explain)*  
CCDS had an audit finding in 17/18

What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? CCDS has an undesignated reserve of \$2,173,781.29. Total reserves as of July 1, 2018 was \$6,914,550.53 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule:** Summer 2019 – Summer 2020

**7. Preliminary Estimate (Cost)**

Round I Allocation	\$1631012
Less Previously Allocated Funds	(829183)
Less Current Project Funds Requested	(10,000)

Remaining Round I Allocation	\$791,829
------------------------------	-----------

### School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

#### Documentation *(please indicate those completed)*

##### All Projects

Project Narrative: general scope of work ☒ *Included*

Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*

Preliminary Estimate (Cost) ☒ *Included*

Project Schedule ☒ *Included*

##### Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed ☐ *Included* ☒ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ☐ *Included* ☒ *Not Applicable*

Facility Assessment ☐ *Included* ☒ *Not Applicable*

Schematic Drawing(s) *(areas of work)* ☐ *Included* ☐ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* ☐ *Included* ☒ *Not Applicable*

Design Development Drawings ☐ *Included* ☒ *Not Applicable*

Design or Bid Estimate ☒ *Included* ☐ *Not Applicable*

Construction Documents ☐ *Included* ☒ *Not Applicable*

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#### For Committee Use:

##### All necessary documents were included:

*(if no: request for additional documentation)*

☒ **yes** ☐ **no**

#### CORE QUESTIONS:

- Does the project fall under the bond language?
- Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds?
- Has the school demonstrated the feasibility of project completion? **Yes**
- Has the local school board approved the project? **April 2019**

#### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

*For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112*

**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Submission Mtg Date	3/25/19
Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	(530) 895-2650 / margaret@chicocountryday.org
Year Established	1997
Charter Renewal Date	2020
CDS Code	04-61424-6113773
Charter Number	112
Website	www.chicocountryday.org

**1. Type of Project:**

- ☐ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☒ Modernization/Repair/Renovation/Improve  
☐ Purchase or Lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

**Phase 2 – Kinder/Main Office Construction Phase 2 – Request 9:** This is cost for the DSA Submittal for phase two of the CCDS construction project, DSA submittal of the plans for the construction of the Kindergarten/Main Office Construction Project.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

- 
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
 b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA: 560/540.4**

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no *(if no, please explain)*

CCDS had an audit finding in 17/18

What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? CCDS has an undesignated reserve of \$2,173,781.29. Total reserves as of July 1, 2018 was \$6,914,550.53 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule:** Summer 2019

**7. Preliminary Estimate (Cost)**

Round I Allocation	\$1,631,012
Less Previously Allocated Funds	(\$839,183)
Less Current Project Funds Requested	(\$38,000)
Remaining Round I Allocation	\$753,829

## School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work ☒ *Included*

Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*

Preliminary Estimate (Cost) ☒ *Included*

Project Schedule ☒ *Included*

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed ☐ *Included* ☒ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ☐ *Included* ☒ *Not Applicable*

Facility Assessment ☐ *Included* ☒ *Not Applicable*

Schematic Drawing(s) *(areas of work)* ☐ *Included* ☐ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* ☐ *Included* ☒ *Not Applicable*

Design Development Drawings ☐ *Included* ☒ *Not Applicable*

Design or Bid Estimate ☒ *Included* ☐ *Not Applicable*

Construction Documents ☐ *Included* ☒ *Not Applicable*

---

### For Committee Use:

All necessary documents were included: ☒ **yes** ☐ **no**  
*(if no: request for additional documentation)*

### CORE QUESTIONS:

1. Does the project fall under the bond language?
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds?
3. Has the school demonstrated the feasibility of project completion? **Yes**
4. Has the local school board approved the project? **April 2019**

### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112





## Plan/Field Review Fee Calculator

### Project submitted to DSA

- ☒ on or after 3/1/2019  
☐ between 10/1/2017 and 2/28/2019  
☐ between 2/1/2016 and 9/30/2017  
☐ between 12/1/2014 and 1/31/2016  
☐ between 6/1/2013 and 11/30/2014  
☐ between 2/16/2010 and 5/31/2013  
☐ before 2/1/2010

Project Type: Access Compliance ▼

Estimated Amt: 3,600,000

Contracted Amt: 0

Change Order Amt: 0

- ☒ Access Compliance  
☒ Fire & Life Safety  
☒ Structural Safety

Calculate

	Access Compliance	Fire & Life Safety	Structural Safety	Total Due
<b>Filing Fee</b>	\$7,850.00	\$8,200.00	\$20,000.00	\$36,050.00
<b>Additional Fee</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Further Fee</b>	\$0.00	\$0.00	\$0.00	\$0.00

## DGS Links

- [DGS Home](#)
- [DSA Home](#)
- [DSA News](#)

## Tracker Links

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### Plan Review Fee Calculator

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**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

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☐ Construction  
☐ Health Safety (Including ADA)  
☒ Modernization/Repair/Renovation/Improve  
☐ Purchase or Lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

**Phase 1 – Portable Removal and Installation:** This is cost for advertising the bid for phase one of the CCDS construction project, where 4 modulares will be moved across campus to provide temporary housing for our office and kindergarten classrooms. This is a preliminary pre-bid request.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

- 
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
 b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA: 560/540.4**

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no *(if no, please explain)*  
 CCDS had an audit finding in 17/18

What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? CCDS has an undesignated reserve of \$2,173,781.29. Total reserves as of July 1, 2018 was \$6,914,550.53 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule:** Summer 2019

**7. Preliminary Estimate (Cost)**

Round I Allocation	\$1631012
Less Previously Allocated Funds	(828423)
Less Current Project Funds Requested	(760)
Remaining Round I Allocation	\$801,829

## School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work ☒ *Included*

Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*

Preliminary Estimate (Cost) ☒ *Included*

Project Schedule ☒ *Included*

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed ☐ *Included* ☒ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ☐ *Included* ☒ *Not Applicable*

Facility Assessment ☐ *Included* ☒ *Not Applicable*

Schematic Drawing(s) *(areas of work)* ☐ *Included* ☐ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* ☐ *Included* ☒ *Not Applicable*

Design Development Drawings ☐ *Included* ☒ *Not Applicable*

Design or Bid Estimate ☒ *Included* ☐ *Not Applicable*

Construction Documents ☐ *Included* ☒ *Not Applicable*

---

### For Committee Use:

All necessary documents were included: ☒ **yes** ☐ **no**  
*(if no: request for additional documentation)*

### CORE QUESTIONS:

1. Does the project fall under the bond language?
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds?
3. Has the school demonstrated the feasibility of project completion? **Yes**
4. Has the local school board approved the project? **April 2019**

### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112

# Advertising Order Confirmation

<u>Ad Order Number</u> 0006310154	<u>Customer</u> CHICO UNIFIED SCHOOL DISTRICT	<u>Payor Customer</u> CHICO UNIFIED SCHOOL DISTRICT	<u>PO Number</u> 600217
<u>Sales Representative</u> Gloria Mutch	<u>Customer Account</u> 3564633	<u>Payor Account</u> 3564633	<u>Ordered By</u> Kaci Tiner
<u>Order Taker</u> Crystal Jinkens	<u>Customer Address</u> ATTN: PURCHASING/ACCOUNTS PAYABLE 1163 E 7TH STREET CHICO, CA 95928	<u>Payor Address</u> ATTN: PURCHASING/ACCOUNTS PAYABLE 1163 E 7TH STREET CHICO, CA 95928	<u>Customer Fax</u> 5308928405
<u>Order Source</u> Select Source	<u>Customer Phone</u> 530-891-3000	<u>Payor Phone</u> 530-891-3000	<u>Customer EMail</u> bmccarthy@chicousd.org
<u>Current Queue</u> Ready	<u>Invoice Text</u> Invitation of Bid		
<u>Tear Sheets</u> 0	<u>Affidavits</u> 0	<u>Materials</u>	<u>Special Pricing</u>
	<u>Blind Box</u>	<u>Promo Type</u>	

Advertising Order Confirmation

Ad Number  
0006310154-01  
External Ad Number

Color  
Pick Up

Production Color  
Ad Type  
Legal Liner

Ad Attributes  
Released for Publication

Production Method  
AdBooker  
Production Notes

## INVITATION TO BID

Notice is hereby given that the governing board ("Board") of the Chico Unified School District ("District" or "Owner") will receive sealed bids for the following project: **Chico Country Day Charter School Relocatables Project.**

Sealed Bids will be received until **2:00 p.m., April 11, 2019** at the Facilities Department Plans Room, located at 2455 Carmichael Drive, Chico, CA 95928, at or after which time the bids will be opened and publicly read aloud. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code. Any bid that is submitted after this time shall be non-responsive and returned to the bidder.

A voluntary bid walk will be held on March 25, 2019 at 10:30 a.m., at Chico Country Day School. Meet in front of the Administration Building.

The Project consists of: **All required labor, material, equipment, and services for the Chico Country Day Charter School Relocatables Project, for the Chico Unified School District in strict conformity with the Drawings, Specifications, and Contact Documents.**

**Time For Completion:** It is hereby understood and agreed that the Contractor shall complete the Work within Sixty Days (60) consecutive calendar days ("Contract Time") from the date specified in the District's Notice to Proceed.

All bids shall be on the form provided by the District. Each bid must conform and be responsive to all pertinent Contract Documents, including, but not limited to, the Instructions to Bidders.

To bid on this Project, the Bidder is required to possess one or more of the following State of California Contractor Licenses: B. The Bidder's license(s) must be active and in good standing at the time of the bid opening and must remain so throughout the term of the Contract.

As security for its Bid, each bidder shall provide with its Bid Form: a bid

## Advertising Order Confirmation

bond issued by an admitted surety insurer on the form provided by the District, cash, or a cashier's check or a certified check, drawn to the order of the Chico Unified School District, in the amount of ten percent (10%) of the total bid price. This bid security shall be a guarantee that the Bidder shall, within seven (7) calendar days after the date of the Notice of Award, enter into a contract with the District for the performance of the services as stipulated in the bid.

The successful Bidder shall be required to furnish a 100% Performance Bond and a 100% Payment Bond if it is awarded the contract for the Project.

The successful Bidder may substitute securities for any monies withheld by the District to ensure performance under the Contract, in accordance with the provisions of section 22300 of the Public Contract Code.

The successful Bidder and its subcontractors shall pay all workers on the Project not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. Prevailing wage rates are available from the District or on the Internet at: <<http://www.dir.ca.gov>>. Bidders and Bidders' subcontractors shall comply with the registration and qualification requirements pursuant to sections 1725.5 and 1771.1 of the California Labor Code.

Contract Documents are available by contacting [ktiner@chicousd.org](mailto:ktiner@chicousd.org) or 530-891-3000 ext. 20602

The District's Board reserves the right to reject any and all bids and/or waive any irregularity in any bid received. If the District awards the Contract, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after



# Advertising Order Confirmation

Printed on 03/15/19 11:08:01 AM  
the date of the bid opening.

Ad run dates: March 20, 2019 and  
March 27, 2019

<u>Product</u>	<u>Requested Placement</u>	<u>Requested Position</u>	<u>Run Dates</u>	<u># Inserts</u>
Chico Enterprise-Record	Legals CLS NC	General Legal NC - 1076~	03/20/19, 03/27/19	2
Oroville Mercury-Register	Legals CLS NC	General Legal NC - 1076~	03/20/19, 03/27/19	2

## Order Charges:

<u>Net Amount</u>	<u>Tax Amount</u>	<u>Total Amount</u>	<u>Payment Amount</u>	<u>Amount Due</u>
760.05	0.00	760.05	0.00	\$760.05

Please note: If you pay by bank card, your card statement will show "CAL NEWSPAPER ADV" or "CALIFORNIA NEWSPAPER ADVERTISING SERVICES", depending on the type of card used.

**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Submission Mtg Date	5/3/19
Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	(530) 895-2650 / margaret@chicocountryday.org
Year Established	1997
Charter Renewal Date	2020
CDS Code	04-61424-6113773
Charter Number	112
Website	www.chicocountryday.org

**1. Type of Project:**

- ☒ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☐ Modernization/Repair/Renovation/Improve  
☐ Purchase or Lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

**Phase 2 – Kinder/Main Office Construction Phase 2 – Request 9:** This is the cost for a construction cost estimate from a neutral third party, so we can be assured that costs are within budget given the volatile bidding environment in Butte County currently.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

- 
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA: 560/540.4**

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no *(if no, please explain)*  
CCDS had an audit finding in 17/18

What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? CCDS has an undesignated reserve of \$2,173,781.29. Total reserves as of July 1, 2018 was \$6,914,550.53 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule: May 2019**

**7. Preliminary Estimate (Cost)**

Round I Allocation	\$1,631,012
Less Previously Allocated Funds	(\$990,946)
Less Current Project Funds Requested	(\$5300)
Remaining Round I Allocation	\$634,766

## School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work ☒ *Included*

Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*

Preliminary Estimate (Cost) ☒ *Included*

Project Schedule ☒ *Included*

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed ☐ *Included* ☒ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ☐ *Included* ☒ *Not Applicable*

Facility Assessment ☐ *Included* ☒ *Not Applicable*

Schematic Drawing(s) *(areas of work)* ☐ *Included* ☐ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* ☐ *Included* ☒ *Not Applicable*

Design Development Drawings ☐ *Included* ☒ *Not Applicable*

Design or Bid Estimate ☒ *Included* ☐ *Not Applicable*

Construction Documents ☐ *Included* ☒ *Not Applicable*

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### For Committee Use:

All necessary documents were included: ☒ **yes** ☐ **no**  
*(if no: request for additional documentation)*

### CORE QUESTIONS:

1. Does the project fall under the bond language? Yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? Yes
3. Has the school demonstrated the feasibility of project completion? Yes
4. Has the local school board approved the project? May 8, 2019

### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112

May 30, 2018

Ms. Julia Kistle,  
 Director,  
 Chico Unified School District-  
 Facilities & Construction  
 1163 E 7th St, Chico, CA 95928

**RE: Chico Unified School District- Country Day School Modernization**

Ms. Kistle,

I am pleased to submit this proposal to Chico Unified School District to provide cost consulting services to assist with the Chico Unified School District- Country Day School project. We understand the intent of this project includes the new construction of an approximately 7,850 sf. school facility to include (3) three kindergarten classrooms, a library, resource center and administration space. Our services will consist of providing a DSA level estimate. Below is our proposed fee for the subject project.

- **DSA Estimate:** This estimate will be prepared in a CSI format and will include civil, architectural, structural, mechanical and electrical estimates. It does not include the preparation of new estimates or amendments to our estimate necessitated by changes in the design or by redesigns.

	<b>DSA Estimate (48) Hours</b>	<b>Totals</b>
Sr. Cost Manager	4 @ \$125/hr	\$ 500.00
Civil	12 @ \$110/hr	\$1,320.00
Structural	8 @ \$110/hr	\$ 880.00
Architectural	16 @ \$110/hr	\$1,760.00
M/P/E	8 @ \$110/hr	\$ 880.00
<b>TOTALS</b>	<b>48 Hours</b>	<b>\$5,340.00</b>

**Total Proposed Fee: \$5,340.00**

Five Thousand Three Hundred Forty Dollars



The client (owner, architect, CM, PM, contractor or other) is responsible for providing hard copies of the necessary program, design narrative, schematic drawings and narrative, design development drawings and outline specifications, construction document drawings and specifications for all of the disciplines (consultants) providing information for the project. Should any information from any discipline (consultant) be missing, the estimate will reflect the item and state the missing information with an allowance for the item. The estimator relies on its client for the data and does not coordinate the completeness of the information.

Should you require us to undertake additional work; we will charge you on an hourly basis. Our hourly rates for calendar year 2019 are:

	<u>\$/hour</u>
Principal Program Manager/Investigator	\$150
Principal / Sr. Cost Manager	\$125
Cost Manager / Quantity Surveyor	\$110
Mechanical / Electrical Estimator	\$110
Civil Engineer / Estimator	\$110
Administrative	\$ 78

Reimbursable Expenses:

Printing- "8.5 x 11"- \$0.10 per sheet

"13 x 19"- \$0.99 per sheet


Printing jobs larger than "13 x 19" will be outsourced and billed directly with an accompanying copy of the printing companies invoice.

If Sierra West Group is required to travel we will request the current authorized amount for the following items; Air Fare-(D Class), food and non-alcoholic beverages, gasoline for company vehicles, parking and tolls.

To signify your acceptance of this proposal, please sign the enclosed duplicate copy and return to this office. We welcome the opportunity to meet with you to clarify any questions you may have and to gain any additional insight into the above scope of work.

Best Regards,

**SIERRA WEST CONSULTING GROUP, INC**

  
John Moreno,  
Vice President  
Enclosures

Accepted: \_\_\_\_\_

Position/Title: \_\_\_\_\_ Date: \_\_\_\_\_



## **CONDITIONS OF ENGAGEMENT AND PAYMENT OF ACCOUNTS**

Accounts will be submitted when work is completed, unless otherwise agreed in writing.

Payment is due within 30 days of the invoice. Overdue accounts may have interest added, i.e. 1.0 percent per month on the outstanding balance.

The client (owner, architect, CM, PM, contractor or other) is responsible for providing hard copies of the necessary program, design narrative, schematic drawings and narrative, design development drawings and outline specifications, construction document drawings and specifications for all of the disciplines (consultants) providing information for the project. Should any information from any discipline (consultant) be missing, the estimate will reflect the item and state the missing information with an allowance for the item. The estimator relies on its client for the data and does not coordinate the completeness of the information.

Estimates will be organized in a CSI format and prepared in unit prices or assemblies. Estimates will not include detailed labor and material cost delineation

Schedules shall include adequate time for the estimator to complete the cost analysis in a professional manner. No schedule less than one week will be acceptable. Anticipated minimum time frames to prepare cost reports:

Budget Estimates	2 weeks
Schematics	2 weeks
Design Development	3 weeks
Construction Documents	3 weeks

Depending upon the size and complexity of the project, additional time may be required.

Unless otherwise agreed, additional work is to be charged on a time basis.

All fees for work completed shall become due and payable by the Client, whether or not the project proceeds in whole or in part.

Instructions received by Sierra West Group, Inc from the Client's agent shall be deemed to be the Client's instructions.

The Client or his agent will provide Sierra West Group, Inc with all the drawings, specifications and instructions necessary to enable us to carry out the professional duties we are engaged to perform. The Sierra West Group is not responsible for errors, omissions or discrepancies in the documents provided to them.

The Sierra West Group, Inc is not responsible for errors or discrepancies that may arise as a result of difference between documents being issued Sierra West Group, Inc to carry out our professional duties. Any costs incurred in the preparation of amending documents necessary to correct such differences shall be the responsibility of the Client.

### **Leadership Team Report-May 2019**

- Students in grades 3-8 are currently completing CAASP testing. Jamie is a huge help during this process, supporting with the student data and computer challenges that sometimes occur. An additional test for fifth and eighth grade is the the California Science Test (CAST). This is the first operational year for the CAST, meaning we will get student score reports and school score reports like the Math and ELA portions of the CAASPP.
- Lisa sent out a beautiful spring newsletter with information about Student Led Conferences and a great video about exhibition. Student Led Conferences in the springtime is something new we are trying with the goal of increasing student agency, reflection, and to build in an additional time for parents to connect with the school.
- We are hiring and preparing for staffing changes. Having student teachers on campus has helped get the word out about CCDS and the wonderful teaching opportunities available here.
- We will have our annual CUSD site visit in May. We look forward to welcoming the site visit team and sharing more about our program.
- Student Led Conferences (SLC) took place the week of April 29th-May 3rd. These were a wonderful opportunity for our students to share with their families their successes and struggles of their school year.
- 

### **Leadership Team Report-March 2019**

- We held the random selection for 2019-2020 openings on March 1st. The new online program, SchoolMint, streamlined the whole process in many ways. We are working with the company to integrate the enrollment paperwork right into Aeries, making the whole process smoother for families and our staff.
- This week is the California Charter School Association meeting in Sacramento. Colly, Margaret, Lisa, and Pamela will be attending various sessions over the 4 days of the conference.
- Current attendance rate is just above 96%.
- WASC visit is Thursday, March 14th. We look forward to hosting the team, sharing with them, and learning from their visit.
- Exhibition Night is on March 14th. We were unable to have this school-wide event in November due to school closure, so we are very excited this year to share our learning. Lisa Hoppe created a beautiful poster highlighting all of the exhibitions and we extended invitations to various community members, the CUSD Board, and BCOE Superintendents and principals. We also share the work of the evening on a wider scale through the Share Your Learning campaign by utilizing the #shareyourlearning hashtag.

- We held a Middle School Information Night for families interested in our middle school. Most of our 5th grade families attended as well as some families who are not currently enrolled in CCDS. We had about 100 people attend the meeting. The feedback was positive.
- The business office staff has been busy learning our new software. It's been challenging but overall positive



**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Submission Mtg Date	5/3/19
Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	(530) 895-2650 / margaret@chicocountryday.org
Year Established	1997
Charter Renewal Date	2020
CDS Code	04-61424-6113773
Charter Number	112
Website	www.chicocountryday.org

**1. Type of Project:**

- ☒ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☐ Modernization/Repair/Renovation/Improve  
☐ Purchase or Lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

**Phase 2 – Kinder/Main Office Construction Phase 2 – Request 9:** This is the cost for a construction cost estimate from a neutral third party, so we can be assured that costs are within budget given the volatile bidding environment in Butte County currently.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

- 
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
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**4. Current enrollment and ADA: 560/540.4**

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no *(if no, please explain)*  
CCDS had an audit finding in 17/18

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### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work ☒ *Included*

Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*

Preliminary Estimate (Cost) ☒ *Included*

Project Schedule ☒ *Included*

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*

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### For Committee Use:

All necessary documents were included: ☒ **yes** ☐ **no**  
*(if no: request for additional documentation)*

### CORE QUESTIONS:

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### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112

May 30, 2018

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Chico Unified School District-  
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<b>TOTALS</b>	<b>48 Hours</b>	<b>\$5,340.00</b>

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	<u>\$/hour</u>
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Cost Manager / Quantity Surveyor	\$110
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To signify your acceptance of this proposal, please sign the enclosed duplicate copy and return to this office. We welcome the opportunity to meet with you to clarify any questions you may have and to gain any additional insight into the above scope of work.

Best Regards,

**SIERRA WEST CONSULTING GROUP, INC**

  
John Moreno,  
Vice President  
Enclosures

Accepted: \_\_\_\_\_

Position/Title: \_\_\_\_\_ Date: \_\_\_\_\_



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The Client or his agent will provide Sierra West Group, Inc with all the drawings, specifications and instructions necessary to enable us to carry out the professional duties we are engaged to perform. The Sierra West Group is not responsible for errors, omissions or discrepancies in the documents provided to them.

The Sierra West Group, Inc is not responsible for errors or discrepancies that may arise as a result of difference between documents being issued Sierra West Group, Inc to carry out our professional duties. Any costs incurred in the preparation of amending documents necessary to correct such differences shall be the responsibility of the Client.

## ADA ACCESSIBILITY GUIDELINE - ADAAG CONFORMANCE

**R5**

**FOR KIDS**  
**AGES**  
**5-12**

This conceptual plan is based on information provided prior to construction. Detailed site information, including the following, should be obtained, evaluated, and utilized in the final project design. Exact site dimensions, topography, existing utilities, soil conditions, and drainage solutions.

**WARNING:** Accessible safety surfacing material is required beneath and around this equipment that has a critical height value (Fall Height) appropriate for the highest accessible part of this equipment. Refer to the CPSC's Handbook for Public Playground Safety, Section 4: Surfacing.



# STEP UP ACADEMY TOP VIEW

ADA ACCESSIBILITY GUIDELINE - ADAAG CONFORMANCE

ELEVATED	ACCESSIBLE	RAMP ACCESSIBLE	GROUND	TYPES
0	0/0	0	0/0	0/0

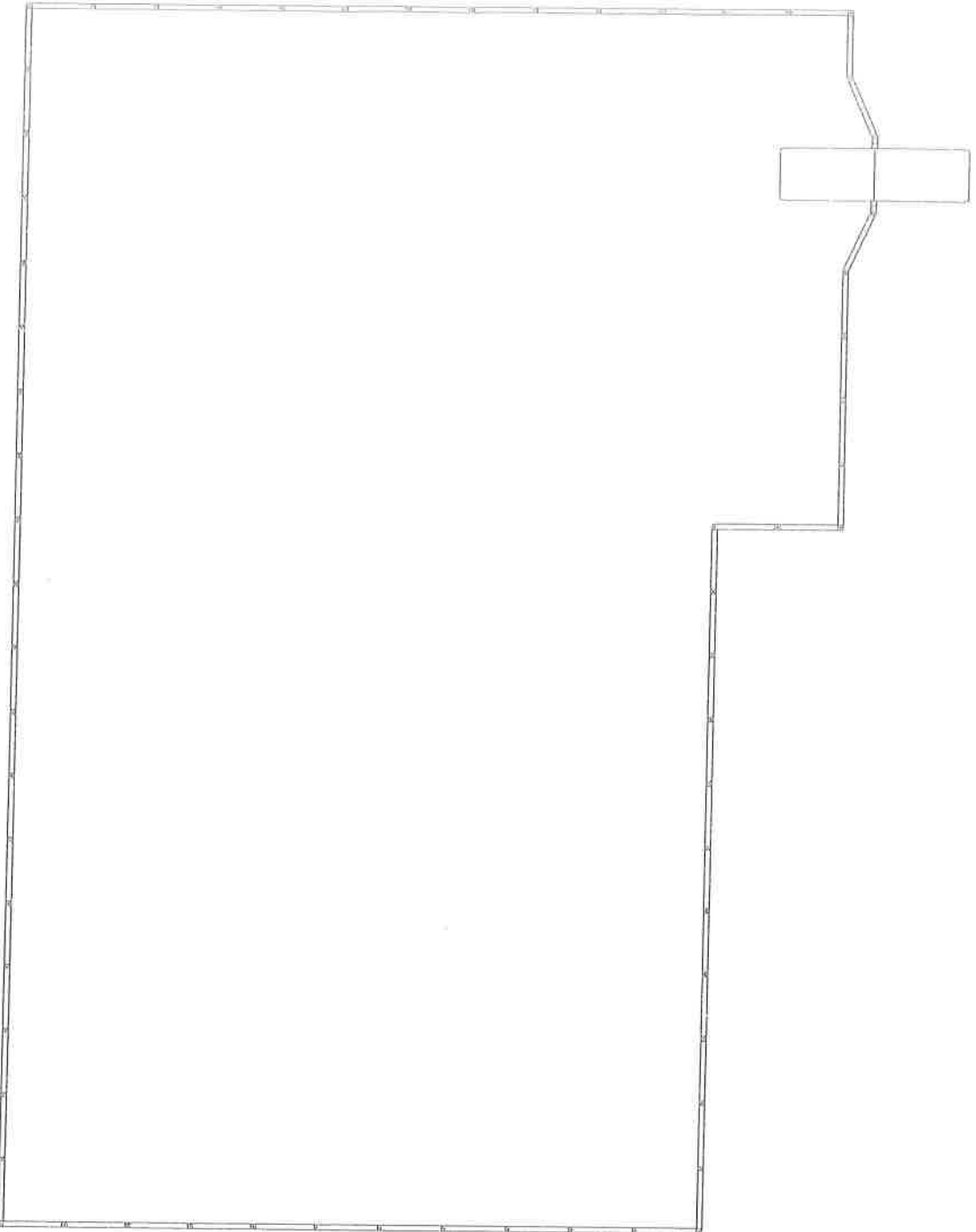


FOR KIDS  
AGES  
5-12

## GENERAL NOTES:

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**WARNING:** Accessible safety surfacing material is required beneath and around this equipment that has a critical height value (Fall Height) appropriate for the highest accessible part of this equipment. Refer to the CPSC's Handbook For Public Playground Safety, Section 4: Surfacing.



STRUCTURE#: STAPC540400(65)

PROJECT#: NSP177900FA

DATE: 7/13/2017 | DRAWN BY: CSH

MIN. USE ZONE: 0' x 0'

PLAYCRAFT REP:

NSP3



# STEP UP ACADEMY

## TOP VIEW

ADA ACCESSIBILITY GUIDELINE - ADAAG CONFORMANCE

ELEVATED	ACCESSIBLE	RAMP	ACCESSIBLE	GROUND	TYPES
0	0/0	0	0/0	0/0	0/0

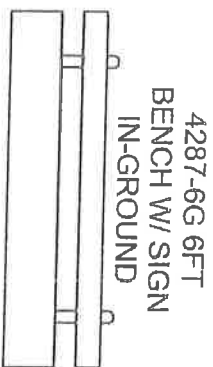
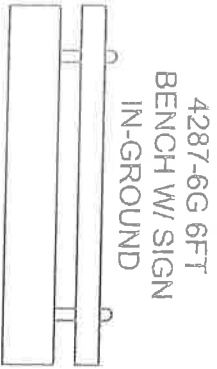


FOR KIDS  
AGES  
5-12

### GENERAL NOTES:

This conceptual plan is based on information provided prior to construction. Detailed site information, including the following, should be obtained, evaluated, and utilized in the final project design. Exact site dimensions, topography, existing utilities, soil conditions and drainage solutions.

**WARNING:** Accessible safety surfacing material is required beneath and around this equipment that has a critical height value (Fall Height) appropriate for the highest accessible part of this equipment. Refer to the CPSC's Handbook For Public Playground Safety, Section 4: Surfacing.



STRUCTURE#: STAPC4287(2)

PROJECT#: NSP177900FA

DATE: 7/13/2017 | DRAWN BY: CSH

MIN. USE ZONE: 0' x 0'

PLAYCRAFT REP:

NSP3

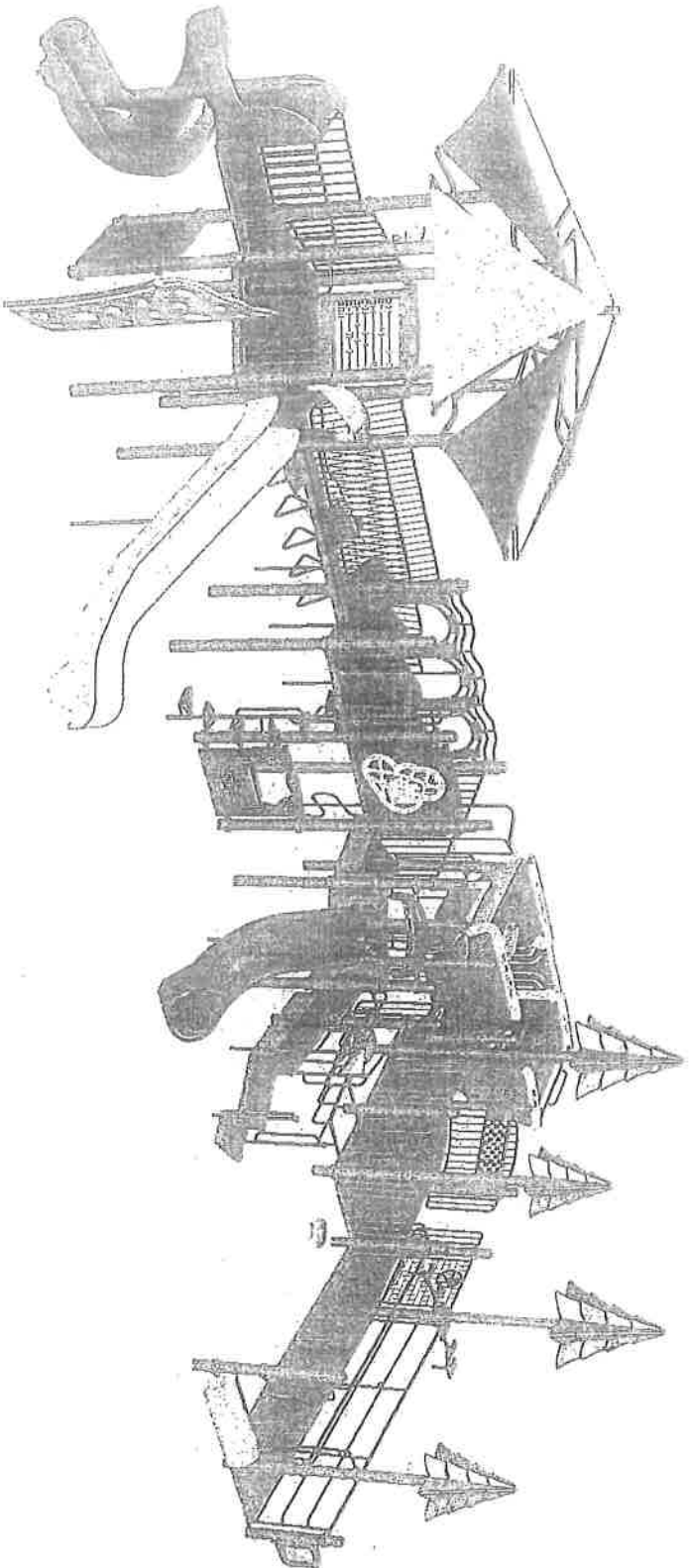




STEP UP ACADEMY  
SW VIEW



FOR KIDS  
AGES  
5-12

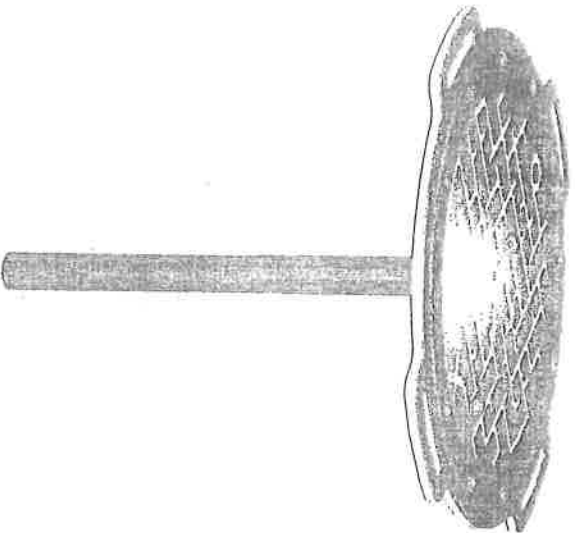


STRUCTURE#: RSHA874AB  
PROJECT#: NSP177900FA  
DATE: 7/13/2017 | DRAWN BY: CSH

STEP UP ACADEMY  
SW VIEW

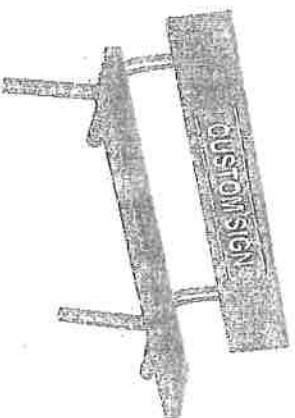
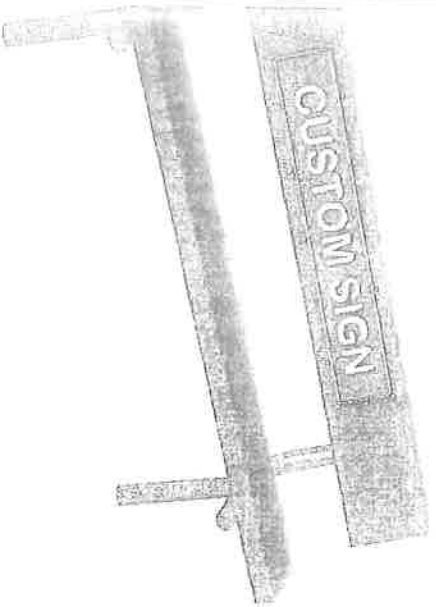


FOR KIDS  
AGES  
5-12



STRUCTURE#: FREPC1600  
PROJECT#: NSP177900FA  
DATE: 7/13/2017 | DRAWN BY: CSH

STEP UP ACADEMY  
SW VIEW



FOR KIDS  
AGES  
5-12

STRUCTURE#: STAPCA287(2)  
PROJECT#: NSP177900FA  
DATE: 7/13/2017 | DRAWN BY: CSH



**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**CHICO COUNTRY DAY SCHOOL**

**102 W. 11<sup>th</sup> Street**

**Chico, CA 95928**

**Original Self-Study Visit: April 18-20, 2016**

**Mid Cycle Visit: March 14, 2019**

**Visiting Committee Members**

Angela Covil, Chairperson  
Director of Intervention and Support, CA Virtual Academies

Joi Tikoi  
Principal, Gateway International School

## I. Introduction

Chico Country Day School is located at 102 West 11th Street and 1054 Broadway in Chico. It is the gateway for a working class residential neighborhood. The school was founded over 20 years ago in 1996 by teachers, parents, and community members for the purpose of providing families with greater choices within the public school system in the Chico area. It is an independent charter school in the Chico school district. The area has been severely impacted by the recent Camp Fire, and this has affected the mean income and demographics of the area the school serves. The CCDS curriculum is focused on Project Based Learning.

School enrollment has remained consistent over the past three years with just over 60 students per grade level, K-8, and most grades have an extensive waiting list. Students are selected through an application and lottery process. The school has made efforts to diversify the student population to mirror more closely the Chico USD demographics.

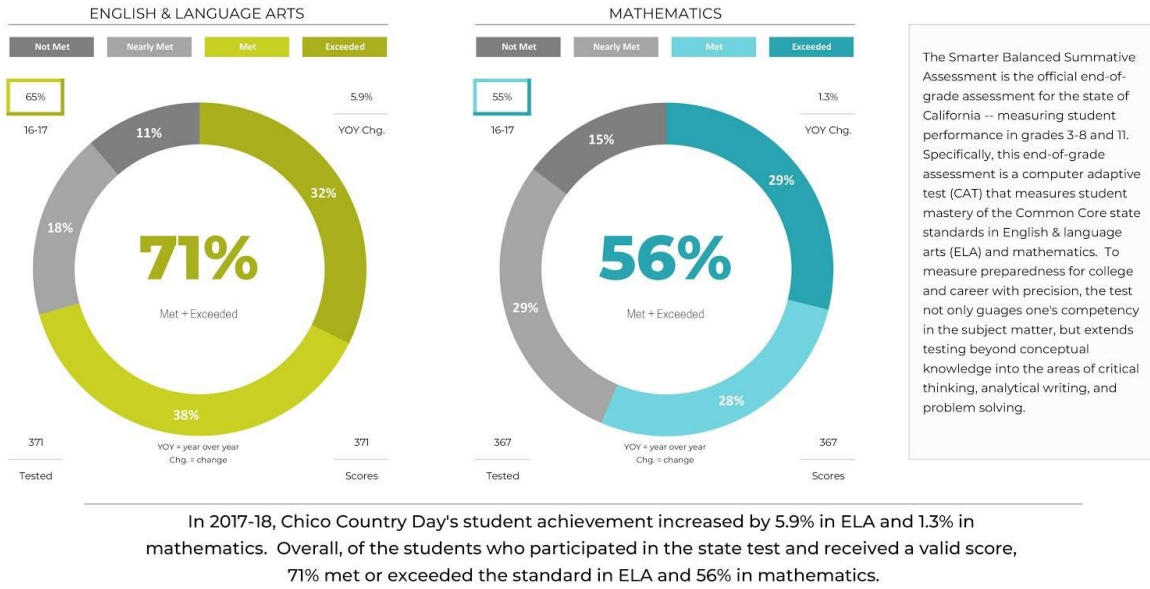
**Enrollment Comparisons by Ethnicity**

	<b>Total Enrollment</b>	<b>African American</b>	<b>American Indian</b>	<b>Asian /Filipino</b>	<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<b>2015-16</b>	559	2%	2%	4%	11%	4%	0.10%	78%
<b>2016-17</b>	561	2%	1.50%	4%	10%	5%	0.20%	77%
<b>2017-18</b>	557	2%	1.30%	4%	10%	5.50%	0.20%	77%

The school has also made efforts to increase the number of students served from low socioeconomic neighborhoods, increasing this from 17% in 17-18 to 22% in 18-19.

The school has seen a consistent increase in students meeting or exceeding the standard on the CAASPP assessment. Over a four-year period, CCDS students who exceeded ELA standards grew from 21% in 2014-15 to 32% last year (2017-18). Similarly, in mathematics, students who exceeded standards increased from 20% in 2014-15 to 29% last year. The number of students who did not meet the standard fell in both areas from 15% to 11% for ELA in the same time period; and from 19% to 15% for mathematics in the same three-year period. These positive changes are attributed to Project Based Learning as an effective educational methodology.

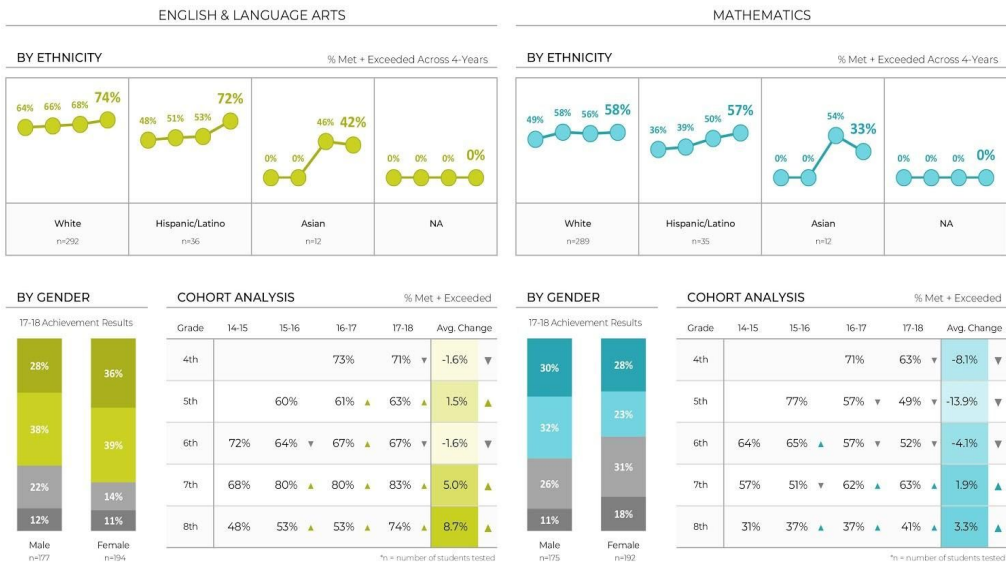
## OVERALL



Designed by DATAZELLE LLC

While overall achievement grew for all populations in both ELA and math, scores increased by approximately 20% for Hispanic/Latino students over a four-year period in both categories compared to a roughly 10% rise for White students (see graphic below). Further analysis of testing data through the state dashboard indicates an achievement gap between white students and low socioeconomic students.

## ETHNICITY | GENDER | COHORT



Designed by DATAZELLE LLC

The school has 28 staff members, and three teachers were acknowledged by community and professional organizations for exceptional teaching. At the time of the full self-study, the school was undergoing a change in administration, which brought about the implementation of Project Based Learning. These changes brought about increased student achievement on standardized tests and student, teacher, and staff satisfaction levels. The school conducts needs assessments to determine professional development offerings, and they have provided this both onsite, offsite, and through professional organizations. They recognize math in all grade levels as an area of need.

Parents play an integral role at CCDS as instructional partners, volunteers, fundraisers, and participation in the Parent-Teacher-Partnership that fosters school community. This group acts as a mentoring program for new families, organizes volunteer, fundraising, and services activities, and promotes the school in the larger community. All parents and guardians are surveyed each year to gather input on the academic program, school climate, and communication, and they use this information to guide changes in the educational and social emotional programs. The survey points overwhelmingly to high satisfaction with the school staff and leadership, and families and teachers alike believe the academic program is of high quality.

The school has worked hard to integrate the LCAP and the WASC action plans. Each year, 2-3 meetings were held with all stakeholders to gather feedback on progress toward actions/goals and guide the direction of future improvement. The school has several engaged parents and board members that were active participants in the writing of the WASC report, as well as staff members and students. The report compiles progress and evidence through links to data, pictures, and files, as well as through testimonials from parents, students, staff, and governing board members. Conversations with these groups indicate that this is truly a meaningful, collaborative, and ongoing process.

## **II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

### **Critical Area 1: Further Project Based Learning Development**

The school has trained all staff in implementation of PBL in all grade levels. Students participate in exhibitions of learning at the end of each trimester, and they are able to speak to the standards addressed in the project. The Action Plan includes steps for ongoing professional development in this area that includes collaboration, planning and research. They have implemented an Expeditionary Learning curriculum in ELA that has a project focus while preparing students for state testing through common core practices. The school has made great gains and continues to develop this critical area.

### **Critical Area 2: Technology/Digital Portfolios**

The school has implemented 1:1 technology in all classrooms, and they have completed a full infrastructure upgrade. They have used grants and one time monies to support technology initiatives and have developed a technology plan. This is not currently part of the action plan, although the school intends to undergo a full remodel of the kindergarten wing in the summer. We advise the school to have a plan in place for ensuring a smooth transition during construction. We saw technology used by students but did not see evidence of digital portfolios.

### **Critical Area 3: Attract Increased Diversity of Students and Staff**

The school has revised the charter to allow for updates to the current application and lottery system that governs admissions. Staff children and siblings are given priority, and then the surrounding areas are offered a higher percentage of remaining seats. The intent in this practice is to build a school community that reflects the diversity in ethnicity and socioeconomic status of the immediate community. The school also implemented a new online application system that makes it easier for parents to complete the application process. This was implemented in January 2019, and the school is already seeing an increase in the application from the local population. The logic is that most families in the surrounding area are working families unable to pick up physical applications, so by allowing online applications the school has removed that barrier for families unavailable during the day. This is an ongoing objective in the school's action plan.

#### **Critical Area 4: Professional Learning for Reading, Writing, and Math**

Ongoing professional development (PD) in these areas is a priority for CCDS. They have allocated funds for this purpose, and staff participate in both onsite and offsite PD. Staff members have participated in offerings from CA State University, Chico, conferences, and workshops that have been both one day sessions and longer programs. PD is planned throughout the year on teacher inservice days and monthly minimum days. PD has focused on curriculum implementation, math instruction, and PBL strategies. The school has seen consistent gains in math and ELA proficiency on state testing since these implementations. This is ongoing, as continued professional growth is a priority for the school, but they have made great strides in this since the previous WASC visit.

#### **Critical Area 5: Accountability for Student Attendance and Reporting**

Attendance policies have been implemented and with the new leadership structure, the Dean of Student Services takes the administrator role in attendance issues, addressing concerns personally with the families. They have developed tardy policies and track both tardies and chronic absenteeism monthly, and they have implemented consequences for excessive tardies in the middle school. CCDS reports that they have documented a significant decrease in tardies since implementing this plan. The school continues to address this through their schoolwide plan.

#### **VC Recommendation 1: Enhance Middle School RTI**

The school has adjusted their intervention supports in reaction to a needs assessment, converting a part time education specialist position into a full time position and adding paraprofessionals to support students in the classroom through a push-in RTI model. The RTI team meets monthly to discuss progress of students identified for additional support. CCDS is in the process of adopting a universal screener, which will strengthen the data based function of the RTI process, and the committee encourages the school to choose a screener that can be implemented throughout all grade levels. This will allow for collections of longitudinal data and help to more quickly identify students who are not making anticipated gains.

#### **VC Recommendation 2: Strengthen Management of Instructional Time in Grades 4-8**

CCDS has made growth in this area and brought structure to the instructional time with the implementation of project based learning and new curriculum. The staff uses checklists and checkpoints to ensure students are learning and progressing through the curriculum. Structure has been added through changes made to the elective schedule, addition of advisory time, and SEL and restorative practices. Part of the project based learning philosophy is student directed learning and



choice, and continued professional development and high expectations for use of instructional time will be necessary to ensure students are constantly engaging in the curriculum.

### **VC Recommendation 3: Monitor Implementation of Director Positions**

During the previous visit, the school was undergoing changes in the administrative structure, moving away from a single principal model to a team of directors leading the school responsible for specific departments. Those in the director positions are clear in their roles, and the governing board provides feedback on the model and staff member's effectiveness. The governing board developed a self evaluation and goal setting process, piloted in spring of 2018, that is reviewed yearly. The process includes a narrative that discusses director strengths, areas of growth, and goals. The school has met this recommendation.

### **VC Recommendation 4: Bolster Student Safety Through Systematic Supervision in All Environments**

At the time of the last visit, the school site was new. Since that time, the administrative team has developed supervisory systems, designated play areas, posted expectations sign, and twice-yearly assemblies focused on student safety and expectations on campus. All staff participate in supervision and first aid training. Administrators are present during lunch time and support yard duties as needed. During the visit, yard duties, teachers, and administrators were present throughout campus while students were out.

## **III. Commendations and Recommendations**

### **A. Commendations:**

- o CCDS has made continuous and strong gains in both math and ELA over the past 3 years.
- o Since the Self-Study visit, all teachers have been formally trained in Project Based Learning. It is used regularly for instruction in all grade levels. The school purchased Common Core aligned English Language Arts curriculum called Expeditionary Learning (EL) that facilitates rigorous project-based instruction. It is evident from staff conversations that there is buy-in from the staff regarding PBL and the curriculum.
- o CCDS is commended for the level of parent and community participation at the school. There are volunteers in every classroom daily and many opportunities for input. The parents are involved at multiple levels, including interfacing with the sponsoring district and as members of the school board. Parents participate in the writing of the annual LCAP and the WASC plan.
- o The alignment of the WASC action plan and the LCAP ensures that both are living documents with a clear focus on the school programs. CCDS appears to value continuous improvement and professional growth to meet these goals.
- o The relationship between administration, staff, and the governing board is collaborative and supportive. The administrative structure has allowed for more targeted support of both the teaching staff and families, with teachers indicating that they are better able to get help with curriculum implementation, behavior and attendance issues, and student support with this model. The administrators seem to do a great job of incorporating staff and family feedback to improve the school.

- o Students are offered a wide range of extracurricular and elective opportunities in the middle school. Students and parents both commented on these positively.

**B. Recommendations:**

- o The previous VC recommendation 2 related to RTI is still in process. This committee recommends that CCDS implement a universal screener in math and ELA to track growth in year and year-over-year in all grades, K-8, and develop action plans based on the results of these assessments. There is a need for consistent practices in the assessment process and that process should provide formative information for the purpose of instruction and document growth.
- o Review 5 year enrollment plan and ensure the school will be fiscally solvent in light of new CA laws and increases in staffing expenses. CCDS is currently at maximum enrollment so the options for increased funding are limited. Other funding sources should be researched and considered. CCDS will undergo construction in the next few years. Staff should have a plan in place that ensures minimal interruptions to instruction.
- o CCDS has shown gains in math and ELA, but there is an achievement gap in math between white students and socioeconomically disadvantaged students. A structured plan for support is needed for these students to catch up with their peers, and consistent evaluation of subgroup data is needed as plans for diversification of the student population are realized.
- o All stakeholders noted a desire for an opportunity in the school day to take foreign language. It is recommended that this is added to the course offerings at the middle school level at CCDS to better prepare students for high school and college entrance foreign language requirements.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Chico Country Day School

Contact Name and Title

Colly Fischer  
Dean of Students

Email and Phone

cfischer@chicocountryday.org  
530-895-2650

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 77% White (Non-Hispanic), 21% Socio-economically Disadvantaged, 9% Students with Disabilities, and 9% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

Chico Country Day School values the following:

**Collaboration** – We believe that people have a voice and that collaboration between teachers, parents, students and staff will produce the best results for our students

**Deeper Learning** – We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.

**Joyful learning** – We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.

**Responsiveness** – We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better

**Community Connection** – We value connection to each other to the broader community of Chico, and to the world.

# LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Through stakeholder meetings and analysis of our state and local data, three goals have been identified:

Goal 1- Inclusive environment: CCDS will provide improved, supported, and equitable conditions of learning for all students.

Goal 2- High quality achievement: CCDS will ensure student outcomes reflect access and achievement in research based and Common Core aligned instructional strategies and support programs.

Goal 3- Positive school climate: CCDS will create a supportive, safe, and engaging environment for all students, parents and staff.

Key initiatives this year include building staff experience and capacity to engage students in project based learning, a focus on social emotional learning of our students, and a continued support of a broad course of studies for out students.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

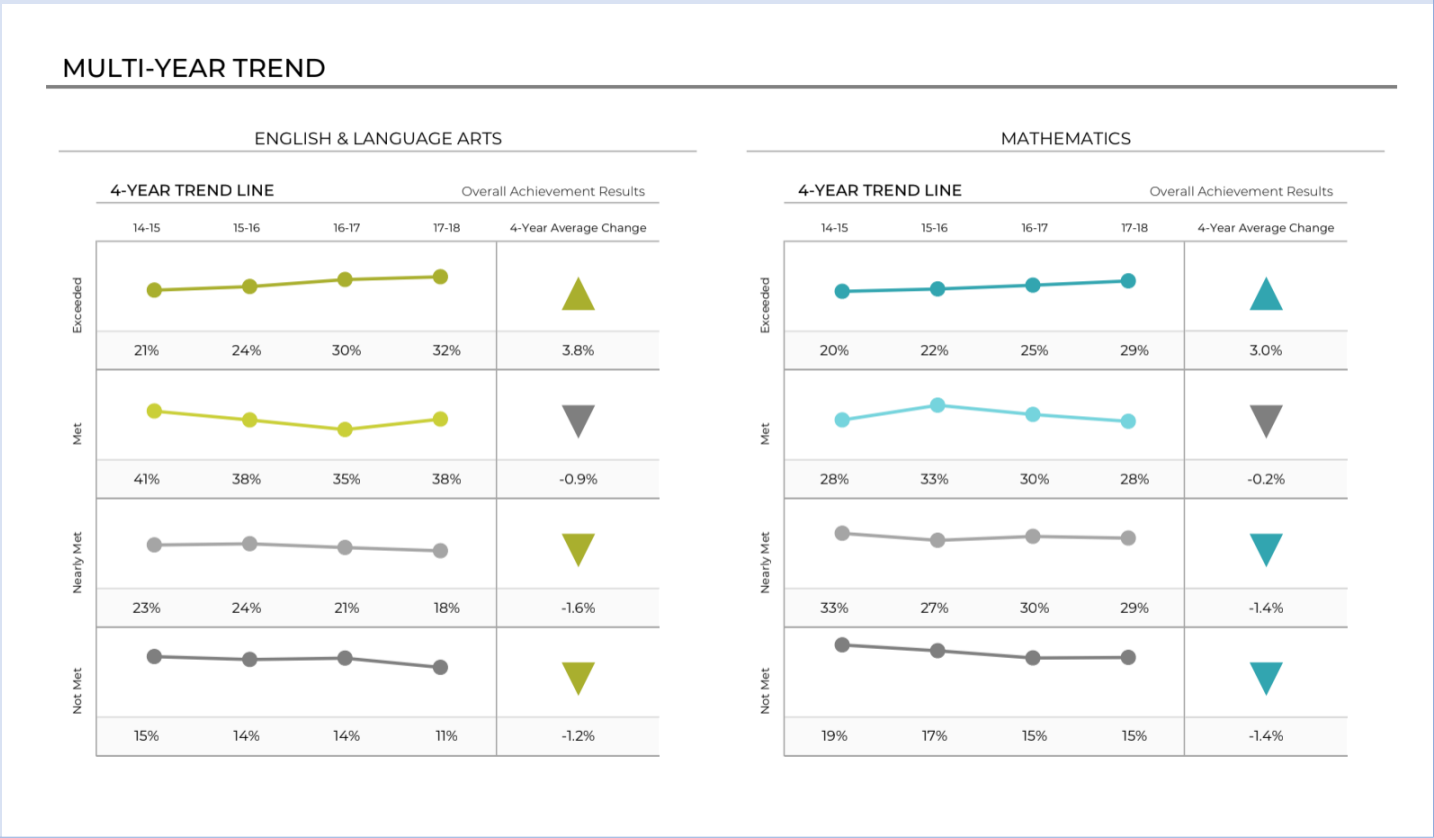
## Greatest Progress

As the 2017 and 2018 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. In addition, the stakeholders used the LCFF evaluation rubrics as they compared progress. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math. The overall student score for ELA shows our students achieved 38 points above the standard, an increase of 12 points. In Math, our overall student score shows our students achieved 10.7 points above standard with a 5.3 increase from the previous year. Our Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups are all in the green or blue performance groups for ELA as per the California School Dashboard. In addition, the Hispanic subgroup is in the blue performance group for Math.

Chico Country Day's student data from our LCFF Evaluation Rubrics comprised of Suspension, Chronic Absenteeism and CAASPP test results in English Language Arts and Mathematics show that overall, student suspensions have maintained and academic performance has increased. There are three identified subgroups of 30 or more students (Socio-Economically Disadvantaged, Hispanic and White) and one unidentified subgroup (Students with Disabilities). Also, our Response to Intervention for academic performance is in the third year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the

classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students reading levels are above the average in California.

We are seeing marked improvements of school climate through many aspects. Discipline suspensions and referrals have decreased this year with the practice of Restorative Circles and added social emotional learning through evidence based curriculums. Our suspension rate performance level is in the blue with .9% students suspended once, well below the State of California and surrounding district schools. Chronic absenteeism performance level is in the green or blue for all subgroups and student overall performance is blue, with a 2.3% chronic absenteeism rate, significantly below the State of California and surrounding district schools. Stakeholder input from students, based on survey results, have shown over 94% of middle school students feel emotionally and physically safe at the school and 85% feel happy to be at school. Elementary students survey results showed that 99% of the students feel safe and 97% are happy to be at school. Parent survey results show that 95% of respondents feel their child is getting a high quality education and 90% feel that their children are emotionally and physically safe. These results have maintained or improved over the past three years of surveys.



Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Through our cycle of improvement with the LCAP and our Western Association of Schools and Colleges (WASC) accreditation the stakeholders have identified areas of need. These primarily focus around math progress and math interventions.

Our socio-economically disadvantaged subgroup made significant progress in ELA but did decline in Math. This group had a 7.7 point decline in "Distance from Standard" and is in the orange performance level. There was movement into "Standard Not Met" which was of concern. This was evident in the fourth through sixth grade cohorts. AIMSWEB is the universal benchmark screener that we use for targeting ELA needs. Based on this year's AIMSWEB data, our students are benchmarking above the national norms in reading but we have not been consistent with a benchmark for math. There has been much effort directed towards targeted reading interventions and a cohesive increased rigor in literacy in project work. As a result of these trends, our focus will be on increasing student learning in math. .

Suspension rates in the 2016/2017 school year increased with Students with Disabilities, placing the performance level in the red. The total number of suspensions for the 17/18 school year declined but the number of suspensions within the Student with Disabilities subgroup rose by 3 students. The 16/17 suspension rate for this group was 1 student out of 51 and in 17/18 it was 4 out of 55 students. Because of the small number of suspensions and the size of our subgroups, these increases and/or decreases can be a reflection of very few students. We have analyzed each suspension for this subgroup and the precursors and options from the incidents. Students are supported through our MTSS model as we see behaviors of concern. We have added trauma informed practices and trained the staff on the Adverse Childhood Experiences (ACES) research. Additional administrative staff was added to support student behavior in and out of the classroom. Positive Behavior Intervention Support was continued and targeted social emotional learning groups have been added this year at the primary level. The LEA continues supporting our Multi-Tiered Student Support/SUMS work that is also being done statewide. This has helped the LEA implement evidence based practices for social emotional learning and add to the current programs we provide.

Content knowledge for teachers is as important as the student learning opportunities. Our LEA has supported many teachers in NGSS and ELA professional learning over the past year. All teachers have participated in developing project work to coordinate with cross curricular standards. All of the elementary teachers participated in an Expeditionary Learning (EL) Education conference prior to rolling out the new curriculum in 17/18. This curriculum was implemented with fidelity for the 17/18 school year in Kindergarten through Fifth grades. All staff participates in collaborative project development (curricular development) including project tuning and critiquing with their peers, creating a cohesive conversation for student expectations. Opportunities for professional learning around the implementation of the Next Generation Science Standards will continue to be a focus in future years. Through the continual support of adult learning, we plan to see improvements in our student learning.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

CAASPP data shows that our Socio-Economically Disadvantaged students are performing below other subgroups. There is a distinct difference in their status and change compared to all other subgroups. As we look at status, SED students performed 2 points above level 3 in ELA compared to 38 points above for all students. Also, the SED students performed 29 points below level 3 in math as compared to 10 points above for all students. As we look at comparisons, SED students are out performing the state averages but not making the growth we hope for at a local level.

An ongoing outreach for chronically absent students, reaching out to the families with support has had a positive effect on student academic success. All the subgroups have similar percentages of chronically absent students 2-3.8% with an overall rate of 2.3%. As attendance improves, student progress is improving. Also, our Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services each year. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom rather than out of the classroom was implemented this year. The LEA is providing staffing and resources for these tiered interventions. Research shows that student time out of class has a direct result in performance and we are attempting to keep it at a minimum.

In addition, continuous support in teacher knowledge of implementation of California Common Core Standards and Next Generation Science Standards will continue through learning opportunities and curricular choices. Particular interest and effort by the LEA was put in to increasing rigor in our PBL practices.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools within the LEA have been identified for the CSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools within the LEA have been identified for the CSI.

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools within the LEA have been identified for the CSI.



# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

GOAL 1:  
CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 1- Teacher Credentials (SARC)</p> <p><b>18-19</b> 100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.</p> <p><b>Baseline</b> 100% of teachers are appropriately assigned and fully credentialed.</p>	<p>All teacher are appropriately assigned and fully credentialed. The LEA continues to recruit and hire highly qualified teachers as needed.</p>
<p><b>Metric/Indicator</b> Priority1-Instructional Materials (SARC)</p> <p><b>18-19</b></p>	<p>A new ELA curriculum was purchased and implemented with fidelity in the elementary school for the K-5 students. This curriculum is not only aligned with the ELA CCSS but the NGSS standards as well.</p>

## Expected

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.

### Baseline

100% of students have access to CCSS aligned textbooks or curricular materials.

### Metric/Indicator

Priority 2: Local indicators CASS Implementation Metric

### 18-19

Math: 95% of teachers are at "full awareness to implementation"

ELA: 90% of teachers are at "full awareness to implementation"

### Baseline

Math: 85% of teachers are at "full awareness to implementation"

ELA: 80% of teachers are at "full awareness to implementation"

### Metric/Indicator

Priority1-Facilities in Good Repair (SARC)

### 18-19

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

### Baseline

SARC- 100% facility system inspections are in "good" repair

### Metric/Indicator

### Baseline

### Metric/Indicator

## Actual

All students have access to CCSS aligned materials.

Facility staff follows an established maintenance and repair schedule keeping the school and outdoor areas in good condition.

Bond funding will provide the LEA with the capability of new building in the near future.

99% of parents surveyed responded with a 4 or 5 on a 5 point scale that the school is clean and in food repair.

Expected	Actual
Baseline	
Baseline	
Metric/Indicator	

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	All teachers are appropriately assigned and the school is fully staffed.	substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries Base 1500	
		textbooks/instructional materials 4000-4999: Books And Supplies Base 1000	
		trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 500	

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.	EL ELA curriculum is purchased and implemented with fidelity in grades K-5. This is evidence based ELA curriculum that embeds NGSS standards as well as History/Social Science standards in the ELA program.	science materials/texts 4000-4999: Books And Supplies Base 2000	
		substitute teachers - training days 1000-1999: Certificated Personnel Salaries Base 3000	
		trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures Base 1000	

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.	Professional learning was provided for Trauma Informed Practices, Crisis response, and Restorative Practices.  Student Risk Screener Scale data is collected and used for SEL interventions.  Academic interventions are provided with an RTi model in reading in K-3 and push in support is provided in grades 4-8.  A universal screeners is used K-8 for reading. Data is collected, analyzed and interventions are developed for student groups.	School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental 9225	
		School Pyschologist benefits 3000-3999: Employee Benefits Supplemental 1550	

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries Base 120000	
		custodial & maintenance supplies 4000-4999: Books And Supplies Base 20000	

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS provided high quality classroom instruction, multi-tiered supports and equitable conditions of learning for all students by providing a facility that is in excellent condition, professional learning opportunities for all staff in evidence based social emotional learning, curriculum which embeds NGSS into a full ELA program, and funding curricular need to infuse excellence in project work (PBL) that is accessed by all learners. See "Greatest Successes" for further information about performance data from the Dashboard.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In providing high quality classroom instruction, quality curriculum, equitable conditions of learning, and multi-tiered supports, our SBAC results were very positive. The four year trends in ELA and Math show a steady increase of students moving into the "Met or Exceeded" category and the students have out performed state and district results. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are minimal differences between the Budgeted Expenditures and the Estimated Actual Expenses. As professional learning needs arose, the school responded with an increase in expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes that were made to this goal, expected outcomes, metrics or actions and services include the addition of professional learning in math instruction, universal screeners for math and additional paraprofessional staffing for push in math support. These can be found in Goal 1 in the "Goals, Actions and Services" section.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

GOAL 2:  
CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 2: Local indicators CASS Implementation Metric</p> <p><b>18-19</b> Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "full awareness"</p> <p><b>Baseline</b> Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"</p>	
<p><b>Metric/Indicator</b> Priority 4 ELA CAASPP</p> <p><b>18-19</b></p>	<p>As reported on the Dashboard, the overall student Distance from level 3 increased by 12 to 38 points above standard and the LI increased by 10 points to 2 points above standard. This metric was met.</p>

Expected	Actual
<p>Overall maintains or improves and LI improves by 5 points.</p> <p><b>Baseline</b> Distance from level 3 (15/16): Overall: 26.7 LI: -30.5</p>	
<p><b>Metric/Indicator</b> Priority 4 Math CAASPP</p> <p><b>18-19</b> Overall maintains or improves and LI improves by 5 points.</p> <p><b>Baseline</b> Distance from level 3 (15/16): Overall: -0.9 SD: -39.9</p>	<p>As reported on the Dashboard, the overall student Distance from level 3 increased by 5 to 10 points above standard and the LI decreased by 7 points to 29 points below standard. This metric was not met.</p>
<p><b>Metric/Indicator</b> Priority 4: English language learner progress, ELPAC, Reclassification rates</p> <p><b>18-19</b> Review and track EL progress and reclassification rates at a local level.</p> <p><b>Baseline</b> N/A: Summary reports are not provided for subgroups less than three.</p>	<p>EL progress has been tracked, this subgroup is less than 3. Therefore, there is no reflection on the Dashboard.</p>
<p><b>Metric/Indicator</b> Priority 4/8 Local Metric- AIMSWEB/ESGI</p> <p><b>18-19</b> 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p> <p><b>Baseline</b> 90% of students will be progress monitored through universal screeners and multiple measures K-8.</p>	<p>100% of the students were monitored twice during the school year with an SEL and a reading universal screener.</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p> <p>Materials and supplies for NGSS implementation will be provided as needed.</p>	<p>All teachers in K-5 received in person multi day training for the EL curriculum and multiple professional learning opportunities through out the year to support their implementation of the curriculum.</p> <p>STEM classes continued in K-3, robotics elective in 6-8 and an after school Robotics Club was developed.</p> <p>Materials and supplies were purchased as needed.</p>	<p>NGSS supplies 4000-4999: Books And Supplies Base 2000</p>	

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.</p> <p>Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and</p>	<p>1.Intervention services were provided as planned.</p> <p>2. Materials for intervention services were provided as planned.</p> <p>3.Professional development was provided as needs arose.</p> <p>4.Local data tracking system was placed on hold due to staffing constraints and the need to evaluate how the new ELA program will correlate with it.</p>	<p>Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 48000</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 86900</p> <p>benefits for teacher, RTI employees 3000-3999: Employee Benefits Supplemental 29500</p> <p>Professional Development-Lexia/AIMSWEB, Linda Mood Bell, Go-Math 5800: Professional/Consulting Services</p>	

a local data tracking system will be implemented.

And Operating Expenditures  
Supplemental 5000

RTI materials- Seeing Stars,  
AIMSWEB, ESGI subscriptions  
4000-4999: Books And Supplies  
Supplemental 5000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS is ensuring student outcomes reflect access and achievement in research based and CCSS aligned instructional strategies and support programs through our planned actions and services which are almost fully implemented. All actions were implemented or being developed.

Faculty content knowledge is as important as the student learning opportunities. Our LEA has supported all teachers in collaborative project development (curricular development) Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our focus on Project Based Learning is proving to be successful in student achievement based on the four year trends in ELA and Math that show a steady increase of students moving into the "Met or Exceeded" category and the students have out performed state and district results. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math.

In addition, almost 98% percent of our students surveyed say they always try their best in school and feel that the adults want the student to do their best. Anecdotal evidence tells us that students are proud of their project work, particularly at Exhibitions.

Our intervention work is in its fourth year of practice. Classroom teachers work closely with the Rti teams to provide improved services as the student needs shift. A team approach to identifying targeted students and providing as many tiered services for them in the

classroom has resulted. Our local performance indicator, AIMSWEB, show that our student reading levels are above the average in California.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between Budgeted Expenditures and Estimated Actual Expenditures. Most differences were a result of increased benefit costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A shift to a using a universal screener in math and supporting added intervention for 4th -8th grade math were the result of our analysis of the SBAC scores and the Dashboard. This can be found in the Goals, Actions and Services for Goal 1 and Goal 2.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 5- Chronic Absenteeism rates

### 18-19

Maintain rates or decrease

### Baseline

15/16

Overall: 3.9%

LI: 10.6%

### Metric/Indicator

Priority 5- Attendance Rates

### 18-19

Attendance rate will stay above 96%.

Actual

Chronic Absenteeism rates are 2.3% overall and have maintained in that category. LI rate is 3.2% which has decreased. This metric was met.

Attendance rates were above 96.5% for the 2017/2018 school year. This metric was met.

## Expected

### Baseline

15/16 rates  
Elementary: 96.31%  
Middle School: 96.46%

### Metric/Indicator

Priority 5-Drop Out rate

### 18-19

0% drop out rate.

### Baseline

15/16 rates  
0% of students drop out

### Metric/Indicator

Priority 6- Suspension

### 18-19

Maintain rates or decrease

### Baseline

LCFF Evaluation Rubric status 14/15  
Overall- 1.7%  
LI- 2.6%

### Metric/Indicator

Priority 6- Local indicator for school climate

### 18-19

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

### Baseline

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

### Metric/Indicator

Priority 3- Local indicator for parent involvement

### 18-19

## Actual

0% percent drop out rate, this metric is met.

Suspension rates from the Dashboard are 0.9% for the Overall Students, a decline of 1%. The LI rate is 1.6%, a decline of 2.2%. This metric has been met.

100% of the 3-8 grade students participated in a local survey based on the Healthy Kids survey. All teachers participated in the Student Risk Screening Scale data collection. This metric has been met.

145 families participated in our parent survey, close to 50% of our families.

Expected	Actual
<p>50% of families will participate in surveys and those will be collected at conference time.</p> <p><b>Baseline</b> Parents voluntarily participate in yearly climate survey.</p>	

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase bus passes and non-perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.	No bus passes were needed. Non-perishable food was purchased and provided to students through the year.	non-perishable food items 4000-4999: Books And Supplies Supplemental 200	
		bus passes 5000-5999: Services And Other Operating Expenditures Supplemental 100	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.	All classes and programs were staffed as planned.	art/music teachers 1000-1999: Certificated Personnel Salaries Base 68000	
		non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries Base 89600	
		benefits for certificated and classified employees 3000-3999: Employee Benefits Base 35800	
		books and supplies for electives, music, art, choir, band classes	

4000-4999: Books And Supplies  
Base 12500

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.	All planned actions were completed. Incentives and staffing were implemented as planned.	Parent Liaison classified position 2000-2999: Classified Personnel Salaries Supplemental 5500	
		Parent Liaison benefits 3000-3999: Employee Benefits Supplemental 2000	
		incentives & materials 4000-4999: Books And Supplies Supplemental 1000	

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue supporting trauma informed practices. Provide restorative practices training for staff.	1.Trauma informed practices and response training provided to all staff and is ongoing the remainder of the school year.	Social Emotional data collection & Social.Emotional Group Lessons 2000-2999: Classified Personnel Salaries Supplemental 1500	
	2. Evidence based SEL curriculum is implemented K-8.	Benefits 3000-3999: Employee Benefits Supplemental 500	
	3. Restorative practices training provided for all teaching staff.	Lesson plan needs 4000-4999: Books And Supplies Supplemental 500	
	4. SRSS data collected and used to inform the "Social Support Groups" for K-8.	Professional development/ Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	
	5. Part time counselor added after the Campfire disaster.		

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support personnel to implement attendance tracking and family outreach for chronically absent students.	1. Part time counselor added after the Campfire disaster to assist in family outreach.	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries Supplemental 9200	
CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.	2. Planned actions and services were completed.	personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries Supplemental 5800	
		Personnel benefits 3000-3999: Employee Benefits Supplemental 2800	
		5000	

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parent/community outreach and community event opportunities.	1. A parent communication plan with parent liaison was developed and implemented. Professional development was provided for parent liaison.	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 5000	
	2. Additional use of media outreach as needs arose.	personnel benefits 3000-3999: Employee Benefits Supplemental 2100	
	3. Parent information nights and daytime conversation opportunities with school staff were provided.	supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures Supplemental 1000	



# Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS created a supportive, safe and engaging environment for all students, parents and staff through providing engaging curricular opportunities, developing a sense of community in the student body, increasing our parent and community outreach, and supporting our attendance tracking. Also, providing adult learning in trauma informed practices, restorative practices, PBIS, SEL curriculum, and bolstering our character development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services are proving effective based on our Dashboard suspension rates, chronic absenteeism rates and local student survey results. Suspension rates have decreased to 0.9% overall. The overall group is in the blue and three of the four subgroups are in the green. The number of students suspended at least once for the 17/18 school year declined to 6 students down from 10 for the 16/17 school year. As a result of the small number of suspensions and the size of our subgroups, one or two students can make a significant impact on our colored performance level. We do see a red color performance indicator for the Students with Disabilities subgroup on the Dashboard. Of the six students suspended four of them were in this subgroup. The Chronic absenteeism rates have maintained or declined for the 17/18 school year. All subgroups are in the green or blue performance levels. Local student surveys show that over 90% of the students are happy, safe, and engaged in their school work and project work.

Students are supported through our MTSS model as we see behaviors of concern. Additional administrative and counseling staff was allocated this year as a result of the Campfire. We have provided trauma informed practices and trained the staff in ACES as well as working with students in trauma. PBIS is continued and targeted social emotional learning groups have continued this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between Budgeted Expenditures and Estimated Actual Expenditures. Most differences were a result of increased benefit costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board meetings

September 12, 2018:

At this meeting, administrative team conducted an informational presentation about LCAP local indicators, goals and actions.

Parents, teachers and board members were present to discuss and provide feedback.

December 12, 2018:

At this meeting, administrative team conducted an informational presentation about LCAP local indicators, goals and actions.

California Dashboard progress was presented. Parents, teachers and board members were present to discuss and provide feedback.

February 1, 2019:

At this meeting, administrative team conducted an update about LCAP goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

March 13, 2019:

At this meeting, administrative team conducted an informational presentation about WASC goals and actions and correlations to the LCAP goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

May 8, 2019:

At this meeting, administrative team presented the draft LCAP. Parents, teachers and board members were present to discuss and provide feedback.

Parent Communications and Meetings:

August- LCAP posted on website

Fall Newsletters: The LCAP/WASC process and a review of goals and action were provided for parents. This was an informational platform.

October 17, , 2018: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input was facilitated with the group. Survey results, test scores, discipline data, attendance rates and information of the educational program was provided. Parents, teachers and board members were present.

Winter Newsletter/Eflyer: Invitations for Stakeholder meetings and information about the LCAP/WASC progress provided.

PTP General Meeting/ January 29, 2019

At this meeting, administrative team conducted an informational presentation about WASC goals and actions and correlations to the LCAP goals and actions. California Dashboard progress and the CAASPP scores were discussed. Parents were present and feedback was provided.

Staff Meetings

October 10, 2018: Staff meeting

At this meeting the CAASPP scores were discussed and grade level actions were planned.

December 12, 2018: Staff meetings

At these meetings, administrative team reviewed the LCAP goals and actions for the year. Staff provided feedback and discussion.

Surveys

March, 2019: Parent Survey and Student Survey sent out

Parents and students were provided a climate and input survey. Data gathered and analyzed by team about actions and services.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?



Input from the community and stakeholders yielded several themes that emerged resulting in reviewing the data which led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project alignment with CCSS and NGSS.- Goal 2
- Continued data driven cycles of review and revision – Goal 2
- Parent or community education in Project Based Learning and social emotional learning is needed.- Goal 3

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

GOAL 1:

CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Identified Need:

Our unduplicated students need an environment of caring, committed adults and engaging, authentic work.  
Our students need school facilities that remain safe and in excellent repair.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1- Teacher Credentials (SARC)	100% of teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority1-Instructional Materials (SARC)	100% of students have access to CCSS aligned textbooks or curricular materials.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 95% of teachers are at "full awareness to implementation" ELA: 90% of teachers are at "full awareness to implementation"	Math: 100% of teachers are at "full awareness to implementation" ELA: 95% of teachers are at "full awareness to implementation"
Priority1-Facilities in Good Repair (SARC)	SARC- 100% facility system inspections are in "good" repair	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

### 2018-19 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

### 2019-20 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

#### 2018-19 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

#### 2019-20 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies science materials/texts
Amount	3000	3000	3000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

**2018-19 Actions/Services**

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

**2019-20 Actions/Services**

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	9000	9225	9450
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist

Amount	1500	1550	1575
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits School Psychologist benefits	3000-3999: Employee Benefits School Psychologist benefits	3000-3999: Employee Benefits School Psychologist benefits

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

##### 2017-18 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

##### 2018-19 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

##### 2019-20 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

#### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	120000	120000	124000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff
Amount	20000	20000	20000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

GOAL 2:

CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

### State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Our unduplicated students need literacy and math skills based on a performance gap as seen in the LCFF Evaluation Rubrics. Increase student achievement through incorporation of CCSS and NGSS into project design.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		NGSS: 75% of teachers are at "awareness"	NGSS: 75% of teachers are at "full awareness"	NGSS: 75% of teachers are at "full awareness to implementation"
Priority 4 ELA CAASPP	Distance from level 3 (15/16): Overall: 26.7 LI: -30.5	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4 Math CAASPP	Distance from level 3 (15/16): Overall: -0.9 SD: -39.9	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4: English language learner progress, ELPAC, Reclassification rates	N/A: Summary reports are not provided for subgroups less than three.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.
Priority 4/8 Local Metric- AIMSWEB/ESGI	90% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore, content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

**2018-19 Actions/Services**

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

**2019-20 Actions/Services**

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Engineering supplies grades K-3	4000-4999: Books And Supplies NGSS supplies	4000-4999: Books And Supplies NGSS supplies

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTI director and academic coaches.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided

### 2018-19 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTI director and academic coaches.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided

### 2019-20 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTI director and academic coaches.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided

and a local data tracking system will be implemented.

and a local data tracking system will be implemented.

and a local data tracking system will be implemented.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48000	48000	48000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher
Amount	86000	86900	87500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches
Amount	28000	29500	30500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell, Go-Math	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,

Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Our students need social-emotional skills to be ready to learn, to be on time and attend school every day and have positive support and effective discipline.

Families need to feel welcome and connected to support the educational success of their students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Chronic Absenteeism rates	15/16 Overall: 3.9% LI: 10.6%	Chronic absenteeism rates will decrease by 2% in socioeconomically disadvantaged subgroup.	Maintain rates or decrease	Maintain rates or decrease



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Attendance Rates	15/16 rates Elementary: 96.31% Middle School: 96.46%	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.
Priority 5-Drop Out rate	15/16 rates 0% of students drop out	0% drop out rate.	0% drop out rate.	0% drop out rate.
Priority 6- Suspension	LCFF Evaluation Rubric status 14/15 Overall- 1.7% LI- 2.6%	Maintain rates or decrease	Maintain rates or decrease	Maintain rates or decrease
Priority 6- Local indicator for school climate	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.
Priority 3- Local indicator for parent involvement	Parents voluntarily participate in yearly climate survey.	40% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

**2018-19 Actions/Services**

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

**2019-20 Actions/Services**

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	200	200	200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items
Amount	300	100	100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

**2018-19 Actions/Services**

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

**2019-20 Actions/Services**

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	65000	68000	70000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art/music teachers

Amount	88200	89600	90500
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers
Amount	35800	35800	35800
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees
Amount	12500	12500	12500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

### 2018-19 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

### 2019-20 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5500	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position
Amount	2000	2000	2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue supporting trauma informed practices. Provide restorative practices training for staff.

**2018-19 Actions/Services**

Continue supporting trauma informed practices. Provide restorative practices training for staff.

**2019-20 Actions/Services**

Continue supporting trauma informed practices. Provide restorative practices training for staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons

Amount	500	500	500
Source	Title I	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	500	500	500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

#### 2018-19 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

#### 2019-20 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9200	93500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students
Amount	5600	5800	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager
Amount	2700	2800	2900
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits



Amount

5000

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Foster Youth

Low Income

LEA-wide

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase parent/community outreach and community event opportunities.

2018-19 Actions/Services

Increase parent/community outreach and community event opportunities.

2019-20 Actions/Services

Increase parent/community outreach and community event opportunities.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison
Amount	2000	2100	2200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 4

### State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

OR

### Actions/Services

### Budgeted Expenditures



# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

OR

### Actions/Services

### Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

The LEA will improve services in the following ways.

1. LEA will continue with Multi-Tiered Support Services (MTSS) that have been in place for the past two years. In looking at our data and completing a Swift Fidelity Implementation Analysis (FIA), areas of need were that of fully tracking our interventions in both behavior and academics. LEA will increase staffing by retaining a part time counseling position school wide.
2. LEA will increase and/or improve services to our students by implementing a universal screener and benchmark for math in K-8.
3. LEA will provide support in math instruction for our classroom staff through professional development.
4. LEA will retain an intervention paraprofessional for support in middle school math.
5. LEA will provide improved and effective instructional strategies in Project Based Learning through fully supporting project work and exhibition with a focus on literacy and science.

The LEA expenditures in the LCAP are available broadly, but the services are principally directed towards its unduplicated students. Being a small charter school and our own LEA, we warrant a school-wide approach, which allows for targeted support while retaining

some economy of scale and site flexibility. Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$167635	2.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.



2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by retaining personnel to teach STEM and continuing a broad base of electives and professional development.

3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

The actions and services from 2018/2019 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 2%. In addition, 100% of students have participated in social emotional evidence based program/curriculum this school year. The services are the most effective use of the funds to meet the goals of our subgroups and local priorities given all students have equal access to the services. By being provided theses services, students will develop social-emotional skills and, as research has shown, improve in achievement. (CASEL, 2008)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$157259	3.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both Rtl and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.
2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by adding personnel to teach engineering and continuing a broad base of electives and professional development.
3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

The actions and services from 2017/2018 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 3.9%. In addition, 90% of students have participated in some kind of social emotional evidence based program/curriculum this school year.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.



**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	589,275.00	0.00	578,300.00	589,275.00	678,225.00	1,845,800.00
	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00
Base	356,900.00	0.00	354,500.00	356,900.00	363,800.00	1,075,200.00
Supplemental	227,375.00	0.00	223,300.00	227,375.00	314,425.00	765,100.00
Title I	0.00	0.00	500.00	0.00	0.00	500.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	589,275.00	0.00	578,300.00	589,275.00	678,225.00	1,845,800.00
	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	138,925.00	0.00	135,500.00	138,925.00	225,450.00	499,875.00
2000-2999: Classified Personnel Salaries	314,300.00	0.00	311,300.00	314,300.00	320,500.00	946,100.00
3000-3999: Employee Benefits	74,250.00	0.00	72,500.00	74,250.00	75,475.00	222,225.00
4000-4999: Books And Supplies	44,200.00	0.00	46,200.00	44,200.00	44,200.00	134,600.00
5000-5999: Services And Other Operating Expenditures	1,100.00	0.00	1,300.00	1,100.00	1,100.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00	0.00	11,500.00	11,500.00	11,500.00	34,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	589,275.00	0.00	578,300.00	589,275.00	678,225.00	1,845,800.00
		5,000.00	0.00	0.00	5,000.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Base	72,500.00	0.00	69,500.00	72,500.00	74,500.00	216,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	66,425.00	0.00	66,000.00	66,425.00	150,950.00	283,375.00
2000-2999: Classified Personnel Salaries	Base	209,600.00	0.00	208,200.00	209,600.00	214,500.00	632,300.00
2000-2999: Classified Personnel Salaries	Supplemental	104,700.00	0.00	103,100.00	104,700.00	106,000.00	313,800.00
3000-3999: Employee Benefits	Base	35,800.00	0.00	35,800.00	35,800.00	35,800.00	107,400.00
3000-3999: Employee Benefits	Supplemental	38,450.00	0.00	36,200.00	38,450.00	39,675.00	114,325.00
3000-3999: Employee Benefits	Title I	0.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Base	37,500.00	0.00	39,500.00	37,500.00	37,500.00	114,500.00
4000-4999: Books And Supplies	Supplemental	6,700.00	0.00	6,700.00	6,700.00	6,700.00	20,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,100.00	0.00	1,300.00	1,100.00	1,100.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

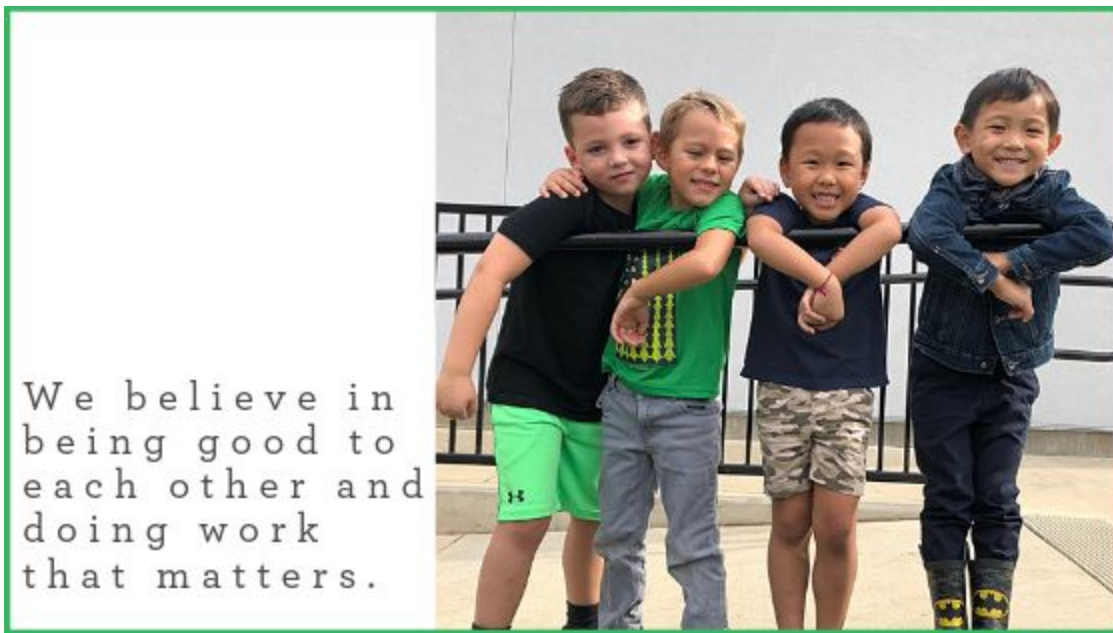
\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	159,775.00	0.00	161,500.00	159,775.00	164,025.00	485,300.00
Goal 2	176,400.00	0.00	174,000.00	176,400.00	178,000.00	528,400.00
Goal 3	253,100.00	0.00	242,800.00	253,100.00	336,200.00	832,100.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Chico Country Day School Charter Petition Renewal 2020-2025



102 W. 11<sup>th</sup> Street  
Chico, California 95928

A California Public Charter School  
Chico Unified School District  
July 2019

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## Acknowledgements

The school's teachers, its staff, Board of Directors, Parent-Teacher Partnership (PTP) members, among others, play key roles in facilitating dialogue. Chico Country Day School builds on strong examples of effective practice and actively seeks new research and additional learning opportunities for students and teachers alike. This push to excel as a teaching/learning model in the community has helped forge new partnerships, as well as strengthen the school's internal sense of family.

Special recognition is due to the following students, teachers, staff, parents, and community partners who've invested their time, energy, and passion to improve our school through this ongoing cycle of review, assessment, and growth.

### Renewal Leadership Team

Wendy Fairon (administrator)

Amie Parent (administrator)

Colly Fischer (administrator)

Lisa Hoppe (staff)

Ann Nikolai (parent)

Margaret Reece (administrator)



## Letter to CUSD Board

Members of the Board  
Chico Unified School District  
1163 East Seventh Street  
Chico, CA 95928-5999

RE: Chico Country Day School Charter Renewal Petition

Dear Board Members,

Enclosed please find one original copy and five (5) binders with hard copies of **Parts A and B** of Chico Country Day School's 2020-2025 Charter Petition Renewal with inclusion of content by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. Also included in this packet are five copies of the school's performance report.

The 2020-2025 Charter Petition Renewal includes evidence of consistent student achievement, effective governance with legal compliance, highly qualified staffing, fiscal soundness, facilities plans, and an unqualified audit. The stakeholders of Country Day strongly believe this petition renewal demonstrates the school's accomplishments and ability to meet all requirements of the charter law. It has been reviewed, revised, and approved by the CCDS Board of Directors, Teacher-Parent-Partnership leadership, staff, and legal services. It has also been widely circulated among staff and faculty and made available on the web to families and members of the community for comment and input.

We hereby present Chico Country Day School's petition for charter renewal for a five-year period starting July 1, 2020 with the understanding that an initial public hearing will be held within 30 days of submission. We, the Board of Directors, respectfully request that the staff and governing board of the Chico Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code Section 47605. Please do not hesitate to contact me if you have any remaining questions or concerns. If at all possible, we would like to meet to discuss this proposal further and as necessary to resolve or answer any outstanding questions or concerns prior to the hearing.

Sincerely,

(Sign. lines for all Board Members here)

cc: Kelly Staley, District Superintendent

## **Board of Director's Message: Focus on Equity & Diversity**

(Request letter from Jessika Lawrence)

**Parent Teacher Partnership:  
Promoting Enrichment Opportunities through Family Engagement**

# Historical Context

## School Setting

Chico Country Day School is located at 102 West 11th Street and 1054 Broadway in Chico. It is the gateway for the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. The school was founded over 20 years ago in 1996 by teachers, parents, and community members for the purpose of providing families with greater choices within the public school system in the Chico area. The charter was written to provide guidelines for the goals, methods, structure, and philosophy that define the school, and is one of the oldest charter schools in the state of California. Chico Country Day School began as a dependent charter school of the Chico Unified School District and later became an independent 501(c) (3) corporation and charter school in 2004. The original charter was renewed in 1998 and has been renewed every five years since. Chico is typical of many California communities in its rapid growth over the past 20 years. As housing prices and the cost of living in California's metropolitan areas soar, Chico's population continues to grow, now at 93,293 a 7.6% increase since 2010 ( <https://www.census.gov>). The median household income is \$43,148 per year and the mean household income is \$61,193. The recent Camp Fire disaster will have long term and unpredictable effects on the city and its demographics.

## The School

With more than [20 years of experience](#) serving the educational needs of the greater Chico and Butte County areas, Chico Country Day School has become a local leader in K-8 education. Over the past three years, the school has completed a transition to a Project Based Learning (PBL) educational methodology, demonstrating its flexibility in growing with the latest research and responding in ways that support student success. At Chico Country Day School, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed at school where students are able to receive critical feedback and collaborate with classmates. Students in all grades are completing in-depth projects that stretch their understanding of real-world issues. In so doing, our students will often discover interests they want to pursue outside of school. At home, we encourage these extension inquiries as a great way to motivate continuous learning.

## Our Community

Chico Country Day School, along with various businesses and nonprofits in the neighborhood, is an active participant in collaborative efforts taking place in the community. Many of our staff and parents volunteer at the Jesus Center and help with special events there, especially during the holidays. The Leadership elective hosts a canned food drive for the Jesus Center every November, and the CBO sits on the neighborhood impact committee. Each year, the school adopts a family through the Northern Valley Catholic Social Services and Chico Rotary Club and assists with service projects in the area. The Chief Business Officer is also part of an advisory group for local non-profit CEOs, including the Boys & Girls Club, Chico Natural Foods, Butte Environmental Council, Passages Adult Resource Center, and Chico Area Recreation Department (CARD), among others. Chico Country Day School is a member of the Barber Neighborhood Association and hosts various meetings on issues concerning the area. The Chief Business Officer is also an active member of the

Chico Rotary Club. The school hosts meetings of the Barber Neighborhood association and meetings that are of importance to the neighborhood, such as meetings with developers regarding empty space.

## Fulfillment of Statutory Purposes

### Governing Law Education Code Section 47601

Chico Country Day School is dedicated to fulfilling the intent of the legislature as listed in Education Code 47601. Each area of fulfillment will be further explored in the continuing narrative of this 12 charter renewal petition.

### Improve Pupil Learning

Chico Country Day School weaves California Common Core State Standards throughout integrated thematic units which reflect state standards. Lessons are differentiated and reflect the multiple intelligences in order to reach the various learning styles. We are now in the process of implementing Project Based Learning encouraging students to be independent workers, critical thinkers, and lifelong learners. Special emphasis is placed on high academic standards, public service, the arts, leadership training, and the application of learning for continuous improvement.

### Encourage the use of different and innovative teaching methods

Chico Country Day School has implemented an innovative instructional program originally based on the research of Susan Kovalik and the Highly Effective Teaching (HET) model. Teachers continue to use the HET model, current brain research, and Project-Based Learning to create and implement powerful lessons.

### Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

Chico Country Day School uses smaller class sizes, parent volunteers, flexible groupings, and intervention/enrichment groups in order to differentiate instruction for all students. Special emphasis on expanded learning experiences is given to both low- and high-achieving students. Universal screening in the area of reading is completed with all students (grades K through 8) three times per year to monitor student progress. Students identified with skill area deficits are provided interventions through re-teaching sessions or through the school's Response to Intervention (RtI) program. Furthermore, students who participate in the RtI program are frequently monitored for progress in the skills they are working on.

### Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

In order to ensure continuity and a comprehensive learning program through collaborative instruction and ongoing assessment of the stakeholders at the school, there is extensive teacher, staff, and parent training, with a focus on data and accountability in regard to clear, measurable objectives. Teachers collaborate weekly, by grade level, and frequently across grade levels. Teachers play a critical role in the development of the curricular program and are responsible for its development and implementation. They are given the power to create and develop new ideas for

student learning based on individual student needs. Teachers attend a variety of professional development opportunities and share back with colleagues. Teachers have applied and been awarded grants that provide the opportunity to increase their skill set in design and implementation of brain-friendly curriculum through Project-Based Learning (PBL).

## Charter School Intent & Requirements

*Education Code Section 47601 provides as follows:*

*It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes; provide the schools with a method to change from rule-based to performance based accountability systems
- (g) Provide rigorous competition within the public school system to stimulate continual improvements in all public schools

The following provisions of this charter petition renewal coincide with the requirements of Section 47605 of the Act and are presented in the order provided in the State Board of Education recommended model application format.

## Affirmation & Assurances

As the authorized representatives of the applicant, we, ~~Matt Juhl-Darlington~~, Charles Thompson, Jessika Lawrence, Darien Sterling, Lowell Daun, ~~John Garrett~~, and Susan Efseaff hereby certify that the information submitted in this application for the renewal of the charter for Chico Country Day School, situated within the boundaries of the Chico Unified School District, are true to the best of our knowledge. We also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a renewed charter, Country Day:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to student in non-charter public school. Education Code Section 47605(c)(1)
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposed of the Educational Employment Relations Act. Education Code Sections 47605(b)(5)(O), 47611.5(b)
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Education Code Section 47605(d)(1)
- Will not charge tuition
- Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of application that there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. Education Code Section 47605(d)(2)
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. Education code Section 47605(b)(5)(G)
- Will adhere to all provisions of federal law related to students with disabilities

## ELEMENT A: Educational Program

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code Section 47605(b)(5)(A)*

### Core Purpose

Our core purpose at CCDS is to educate students toward becoming engaged and thriving learners. By **educate**, we mean that it is our job to teach the knowledge, skills, and values that come with academic rigor and character development. We are accountable for ensuring that students meet competency standards for their grade level. By **engaged**, we mean learning should be interesting, challenging, and joyful. Learners should see the value of what is being taught and be active participants throughout the learning experience. By **thriving**, we mean that students can start where they are and do their best, know they matter, and feel safe and free to be their best selves.

## Core Values

1. **Collaboration:** We believe all people have a voice, and that collaboration between teachers, parents, students, and staff will produce the best results for our students.
1. **Deeper Learning:** We believe in utilizing innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.
1. **Joyful Learning:** We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the joy of learning from demonstrations on how we lead and teach.
1. **Responsiveness:** We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better.
1. **Community Connection:** We value connection to each other, to the broader community of Chico, and to the world.

## We Believe... [\(Click here to view our We Believe Video\)](#)

- We believe that education should both engage students and build their character
- We believe in innovation and not in maintaining the status quo
- We believe the best learning environment is one where each student's needs are addressed
- We believe in being good to each other and doing work that matters
- We believe that everyone is a learner, including teachers, students, staff, and parents
- We believe in the power of community and collaboration
- We believe in celebrating successes
- We believe in taking risks, even when you fail, because failing is a key part of learning
- We believe in preparing students to meet the world they will enter as adults
- We believe students should have a voice in their own learning

## Our Mission

To provide a safe, joyful community, where all learners are inspired to achieve their personal best.

## Curriculum & Instructional Design

At Chico Country Day School, you will find students engaged in Project Based Learning. Teachers, as facilitators, lead students through inquiry projects based on open-ended, essential questions. These open-ended questions allow students to access content at different levels and explore real-world implications for their work. As students progress through a project, they learn and practice skills like collaboration, teamwork, critical thinking, and problem-solving. Their projects culminate with an Exhibition of Learning, where an audience of parents, board members, and community friends are invited to interact with the students and hear about their learning.



## **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

A current dilemma in education is how to prepare students for a quickly-changing world and job market. Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

Chico Country Day School is also a hub for adult learning, where teachers and administrators have a place to explore cutting edge educational theory and push the boundaries of what learning could look like for our students. We stay on the cutting edge because we understand that not all kids learn the same way, and that styles of learning must be adapted to each student's needs as well as the ever-changing world they will face as adults.

## **Our Students**

The PBL curriculum creates an added layer of excitement and joy for learning, while also asking students to venture into unknown territory, and asking kids to learn in ways that are likely quite a bit different from the ways we learned in school. Our students are problem-solvers, questioners, and deep-thinkers. To quote Ron Berger, long-time educator and author of *An Ethic of Excellence*, "our students are 'craftsmen'—students whose work is strong, accurate, and beautiful; students who are proud of what they do and respect themselves and others."

Chico Country Day School is a school of choice open to any student Kindergarten through Grade 8. As a charter school, and due to high demand, CCDS conducts a confidential application process and public lottery each February. In response to diversity goals, the application process has been updated and an online submission program, called Schoolmint, is being implemented this spring.

## **Social Equity**

(See language from last petition report, p18)

## **Ethnicity**

The composition of students at CCDS more closely reflects that of Butte County than of the Chico Unified School District, where 63% of students are White. In contrast, 76% of the students at CCDS are White. We have worked hard to bring our school population more in balance with the Chico Unified School District by revising our application and selection processes, expanding outreach in multiple languages to more diverse communities, and by admitting more students from the three most economically-disadvantaged neighborhoods in Chico. Also, by translating all of our advertising and enrollment materials into Spanish and Hmong, and by distributing these materials more widely, we hope to see the statistics around diversity change to reflect a more inclusive and equitable campus.

### Enrollment Comparisons by Ethnicity

	Total Enrollment	African American	American Indian	Asian/Filipino	Hispanic	Two or More Races	Pacific Islander	White
5-16	559	2%	2%	4%	11%	4%	0.10%	8%
6-17	561	2%	1.50%	4%	10%	5%	0.20%	7%
7-18	557	2%	1.30%	4%	10%	5.50%	0.20%	7%

Of the 93,293 people in Chico, 82% are White. Hispanic/Latino make up 17% of the local population, compared to 2% Black/African-American, 5% Asian/Pacific Islander, 5% “two or more races,” and 1% American Indian/Alaskan Native. (United States Census Bureau Quickfacts: <https://www.census.gov/quickfacts/fact/table/chicocitycalifornia>)

#### Socioeconomic Status

Chico Country Day School is not as socioeconomically diverse as Chico Unified, but through expanded outreach efforts, CCDS has made inroads in three socio-economically depressed neighborhoods by accepting a majority of its students from these areas. The change in admission policy required an amendment to the school charter. An impacted enrollment and long waiting lists make it difficult to move the needle on the composition of students; however, with this change the school has seen a growth in the numbers of students from lower socioeconomic levels, from 17% to 22% from last year to this year. The racial composition and ethnicity of the student body remains about the same over the last three years.

## Element B: Measurable Outcomes

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. --California Education Code Section 47605(b)(5)(B)*

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. --California Education Code Section 47605(b) (5) (C)*

Our purpose at CCDS is to educate students toward becoming engaged and thriving learners. Our students will be able to explain their learning goals and purpose behind their work, apply their skills

and content knowledge to produce purposeful, meaningful work, understand real world connections, and rely on reflective thinking. CCDS Student Learner Outcomes are as follows:

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and skills to authentic applications.
2. Connected students at CCDS build character and become responsible citizens by authentically applying life skills, making conscientious choices locally and globally, and serving their community.
3. Innovative students at CCDS are skilled inquirers and creative problem-solvers, who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

### Critical Learner Needs (2016)

Description	Action Steps	Results	O
A need for maintaining equitable, targeted intervention programs across grade levels for all students	<ul style="list-style-type: none"> <li>• Recognition that equity means equal access, not sameness</li> <li>• A rigid system of interventions across grade levels not the most effective</li> <li>• Research and implement the Multi-Tiered System of Support (MTSS)</li> <li>• Implement a “push-in” structure for K-3 and a co-teaching approach for grades 4-8.</li> </ul>	The structures of the intervention program have changed to reach more students, more flexibly	
A need to improve average daily attendance to maximize a positive learning environment for all students	<ul style="list-style-type: none"> <li>• More consistent follow up with families who struggle with attendance</li> <li>• A systematic approach for tracking and sending correspondence about attendance</li> <li>• Creating a learning environment that interests and engages students</li> </ul>	These actions in combination have contributed to attendance rates above 96.5% over the past two years	

### Critical Learner Needs (2019)

Description	Action Steps	sults	LO
Seek improvement in math curriculum and instruction	<ul style="list-style-type: none"> <li>• New math adoption sometime in the next three years</li> <li>• Teachers will take the online Jo Boaler course to help supplement their math knowledge</li> <li>• Three of our teachers have been involved with a math grant at Chico State: they will have time to share their learning and teach other teachers at our site</li> </ul>		
Seek improvement in the process of onboarding new teachers	<ul style="list-style-type: none"> <li>• Two day introduction to Project Based Learning before all staff return in August</li> <li>• Selected texts to be read prior to the school year starting: Ethic of Excellence, Leaders of their Own Learning</li> <li>• Project Partners with veteran PBL teachers to check in about project planning</li> <li>• As possible, attend an off-site PBL training in year 1 or 2 with CCDS</li> <li>• Pre-tuning meeting with a Project Partner or administrator before tuning projects</li> </ul>		3)
Seek further development of our multi-tiered system of support (MTSS), guaranteeing ALL students access to an equitable inclusive education focused on the whole child, increasing their behavioral, academic, physical and social-emotional strengths.	<ul style="list-style-type: none"> <li>• Student Risk Screening Scale (SRSS) Data collected three times a year</li> <li>• Use Second Step curriculum with fidelity</li> <li>• Strengthen our Middle School Advisory program with training and coordinated planning.</li> <li>• Maintain flexibility to respond to student needs in procedures and protocols</li> <li>• Search for funding sources to expand mental health and counseling services</li> <li>• Develop clear written decision rules based on screening data and</li> </ul>		2, 3)

	<ul style="list-style-type: none"> <li>progress monitoring data for academics and behavior.</li> <li>• Train staff as needed</li> </ul>		
Seek support in the implementation of new EL Curriculum Implementation	<ul style="list-style-type: none"> <li>• Teachers attend Starting Strong curriculum implementation planning</li> <li>• PD time set aside each month for planning and grade level collaboration</li> <li>• Copies of Your Curriculum Companion for each teacher and administrator on staff</li> <li>• Purchase consumable student materials each year to support the curriculum</li> <li>• Administrators and support teachers utilize the EL lesson observation frameworks</li> </ul>		2)

The 2019 Critical Learner Needs correlate with all three Student Learner Outcomes in different ways. Supporting math and the EL curriculum will push learners to strive for academic excellence (SLO #1) through rich and engaging work. Students will work towards [Deeper Learning](#) competencies like mastering core academic content thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets through the curriculum as well as project work.

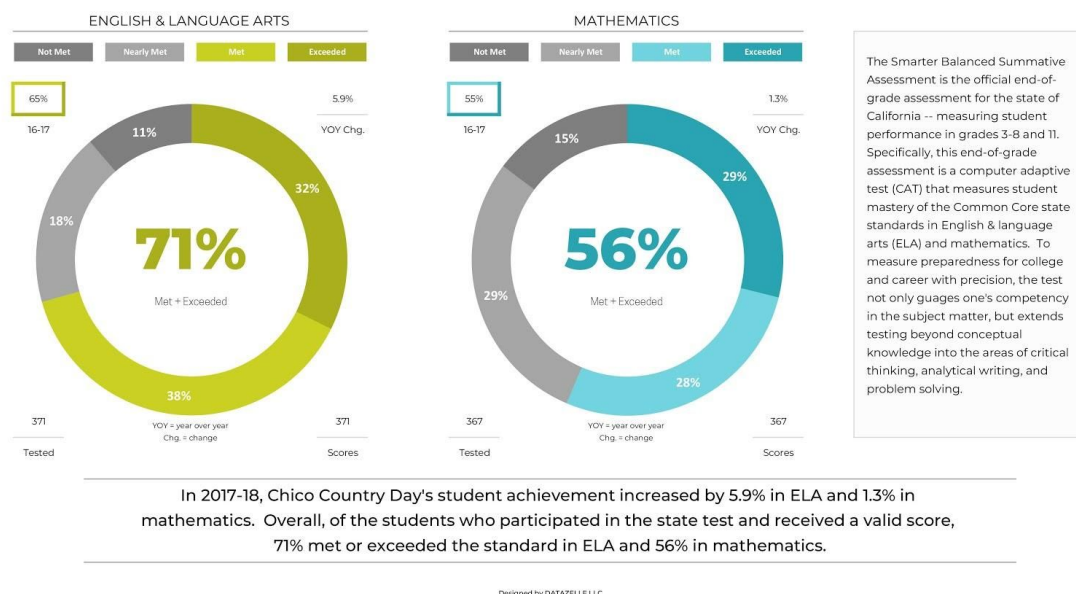
Improving our new teacher preparation in Project Based Learning will allow new hires to quickly delve into project work which, in turn, helps students build character and learn about conscientious choices or serving their community as they do the project work. This will affect students as they produce purposeful work (SLO #2 and 3).

Social-emotional learning plays an integral part in each of the Student Learner Outcomes. Fostering the well-being and emotional growth of students will provide the base to achieve each of these outcomes to the best of their ability.

## Achievement

Over the past three years, CCDS student achievement has consistently increased in the category of students who have met or exceeded standards in both ELA and mathematics. Overall, of the students who participated in the state test and received a valid score, 71% met or exceeded the standard in ELA and 56% met or exceeded the standard in mathematics.

## OVERALL



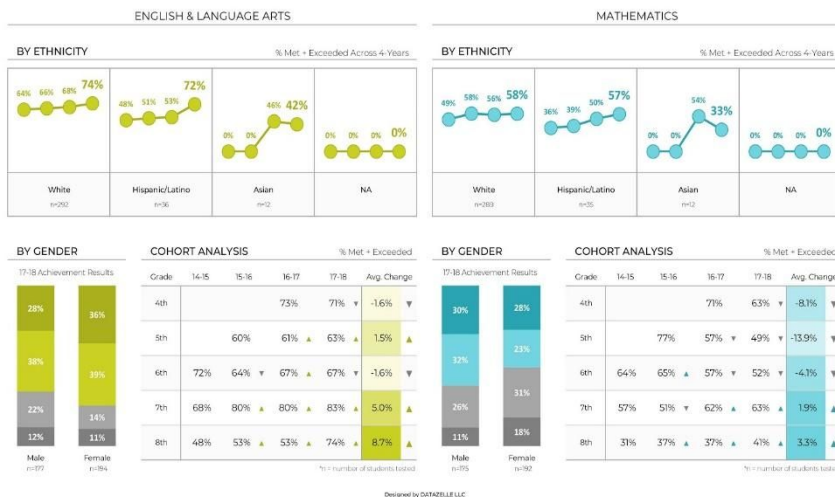
Over a four-year period, CCDS students who exceeded ELA standards grew from 21% in 2014-15 to 32% last year (2017-18). Similarly, in mathematics, students who exceeded standards increased from 20% in 2014-15 to 29% last year. The number of students who did not meet the standard fell in both areas from 15% to 11% for ELA in the same time period; and from 19% to 15% for mathematics in the same three-year period. These positive changes reinforced our commitment to Project Based Learning as an effective educational methodology.

## MULTI-YEAR TREND



While overall achievement grew for all populations in both ELA and math, scores increased by approximately 20% for Hispanic/Latino students over a four-year period in both categories compared to a roughly 10% rise for White students.

## ETHNICITY | GENDER | COHORT



## Important Questions Raised through Self-Study Process (2016-19)

How do we meet math needs at various grade levels to both accelerate and back-fill skills? What are effective evidence-based interventions for these students?

What other avenues or resources can we tap for our new hire onboarding process?

What kinds of evidence-based, universal tools are available for measuring progress of interventions (include behavior/ social (MTSS) and academic)?.

How can we best use the [SWIFT-FIT](#) to further develop MTSS at Chico Country Day School, and how can we seek funding to support these efforts?

How can we best emulate the EL curriculum in 6-8 grades?

## Element C: Method for Measuring Outcomes

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. --California Education Code Section 47605(b)(5)(B)*

CCDS recognizes that assessment is a critical element for student success and this data will provide the information necessary to create strategic instructional programs to meet student needs; therefore, student assessment will include diagnostic, summative, formative and cumulative assessments. CCDS uses data-driven decision making to support our educational program. CCDS will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), to all student required to take each battery of tests. This includes:

- Smarter Balanced Assessment Consortium (SBAC)
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)

Additional assessments that may be used:

Student Risk Screening Scale (SRSS)

Curriculum embedded benchmark assessments for ELA and math

AIMSweb fluency and comprehension assessments

ADD ANY OTHERS

### Use of Data for Continued Improvement



CCDS will collect, analyze, and report student achievement in a continuous manner. At the beginning of the year, all students will be assessed using norm referenced, research based measures to determine math and language arts levels and progress. The Education Specialist will analyze data and meet with teachers to review analysis of student scores. At these meetings the Education Specialist and teacher teams will determine which students need more aggressive support, acceleration, and remediation.

Smarter Balanced Assessment Consortium (SBAC) assessments will be analyzed once results are received from the state. Teachers are provided with collaboration time to review their students' scores, class scores, as well as the scores for the upcoming year's class to stimulate long-range curricular planning. During this time, teachers will analyze school-wide trends and discuss possible solutions to gaps in student achievement.

### **Use of Data for Reporting Pupil Achievement**

In addition to formal assessments, teachers will use classroom-based observations, PBL projects, and assessments as part of the grading process. Students will receive a report card at three intervals throughout the school year. The middle school will prepare a progress report for parents during the middle of every report card period. A parent conference will be held at the beginning of the year. The report card will reflect student progress on the standards. The report will also include attendance data as well as student's progress in following PBIS guidelines.

Evaluation measures will be employed to give teachers and administrators feedback concerning their performance vis-à-vis parents and students. These evaluation measures for teachers and administrators are based on the California Common Core Standards and the California standards for teachers and administrators.

Annual surveys will be conducted to measure parent/guardian satisfaction with all aspects of the educational program as well as our progress in meeting Local Control and Accountability Plan goals. Parent participation will be measured by parent-submitted forms recording the involvement activity and time.

### **Independent Performance Evaluation**

In the spirit of continuous improvement, within the term of this charter, CCDS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses meeting pupil and school wide outcomes. The Charter School shall utilize the results of this evaluation to make alterations to its program. CCDS has currently retained services for evaluation through the Western Association of Schools and Colleges (WASC)

CCDS received its full accreditation by the Western Association of Schools and Colleges in 2010. Since then, the charter received an additional six-year term in 2016.. The School received glowing remarks from the WASC team at its 2019 Mid-Cycle review.

## School Accountability Report Card

The final use of the data will be to create a School Accountability Report Card in order to report school performance to the community at large. The SARC will be produced on a yearly basis.

### Visitation

CCDS and CUSD will jointly develop a continued visitation process to enable the CUSD to gather information needed to validate the school's performance and compliance with the terms of this charter. However, CCDS agrees to and submits to the right of the authorizing district to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code Section 47607.

### Response to Requests for Information

Pursuant to Education Code Section 47604.3, the CCDS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from CUSD, the Country Office of Education, and the State Superintendent of Public Instruction.

## Element D: Governance Structure/Parental Engagement

**Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California**

### Education Code Section 47605(b)(5)(D)

#### Parents

Parents are a vital resource at CCDS, and their participation is crucial. [They serve as instructional partners in classrooms](#) and as volunteers for a variety of special events and projects. Additionally, the financial support they provide through donations greatly enhances our students' extracurricular experiences, augments school supplies, and helps fund field study trips. Most importantly, our parents contribute to our strong sense of community.

The [Parent-Teacher-Partnership \(PTP\)](#) provides support for academic programs by organizing volunteer and service activities. These activities focus on fostering community spirit, facilitating the transition of new families into the school, promoting CCDS in the larger community, and fundraising. The [Parent & Student Handbook](#) is distributed to families and caregivers every year. It is also available on the school's website. The handbook outlines the central role of families at CCDS in a variety of capacities: helping students with homework, assisting in the classroom, and/or joining a committee and becoming more involved.

# Element E: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the

School— California Education Code Section 47605(b)(5)(E)

## ***Administrative Qualifications***

The Administrators of CCDS should possess leadership abilities, a comprehensive educational vision that is consistent with school’s mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for administration candidates include: a B.A. degree or its equivalent, with a Masters and Administrative Credential preferred for the Principal and other instructional leaders; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school.

## ***Teacher Qualifications***

The School shall adhere to CA Education Code Section 47605, all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculties for the School for Core Subject areas.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605.

The School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

## ***Non-Instructional Staff***

All non-instructional staff such as clerical, custodial and other “classified” personnel must possess experience and expertise appropriate for their position.

## ***Qualifications of all Staff***

All staff of the School, prior to employment by the School, must be cleared through the Department of Justice using the LiveScan process.

Chico Country Day School shall be the employer of all employees. Certificated employees will be employed by the School on an annual contract. Non-certificated employees will be employed by the School in an at-will capacity consistent with the Personnel Policies of the School.

In the event of disciplinary action, employees will be protected by due process pursuant to written school policies. Most disciplinary matters will be dealt with by the immediate supervisor in accordance with school policies.

Substitute teachers will be drawn from the CCDS substitute teacher pool or the CUSD substitute teacher pool, if agreed upon by both parties.

The teacher will be in charge of the class at all times and will be responsible for meeting all administrative requirements. Curriculum will be developed by the teaching staff and will be modified as appropriate to adhere to California State Educational Standards and to School's educational philosophy.

### **Professional Development**

CCDS invest heavily in professional development for our staff. Collaboration time will be the cornerstone of the professional development action plan. Staff participates in organized professional development activities. The Principal will plan staff development based on analysis assessment data, and staff feedback. Any newly adopted textbooks will also include faculty development to ensure full implementation of the text.

## **Element F: Health & Safety Procedures**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237*

CCDS will meet all local building codes for non-district owned facilities occupied (if any) and all applicable safety regulations. This will include adherence to local fire regulations, safety inspections, earthquake drills, visitor control, and the CCDS disaster plan. In addition, a safety committee, consisting of parents, teachers, and school administrators, will conduct periodic classroom and grounds safety inspections. The safety committee will have the authority to make recommendations to the Board of Directors regarding changes necessary to improve safety and will adhere to the safety plan adopted by the CCDS Board of Directors.

The CCDS Board of Directors has adopted and implemented a comprehensive set of health, safety, and risk management policies included in the CCDS Comprehensive School Safety Plan. These policies were developed in consultation with the school's insurance carriers and at a minimum address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations as required by Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.
- Policy for Tuberculosis Risk Assessment and Examination whereas employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.
- Policies that state that CCDS will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that staff receive training in emergency and first aid response.
- Policies relating to the administration of prescriptions drugs and other medicines as required by Education Code Section 49423
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, or district-owned facilities.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and volunteer of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.
- A Code of Conduct that all employees must adhere to.
- Required Role as Mandated Child Abuse Reporters
  - All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

These policies will be incorporated into the school's student and staff handbooks for CCDS and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

All volunteers at CCDS must be professional in their conduct. All confidential items will only be handled by certificated or classified personnel entitled to have access to those materials. All volunteers that have contact with students on campus or in the classroom must also submit to a criminal background check as required of employees of the school.

## Element G: Racial & Ethnic Balance

*Governing Law: CA Education Code 47605(b)(5)(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. CCDS recognizes the importance of achieving a racial and ethnic balance among its students. CCDS will implement a student recruitment strategy that includes, at a minimum,*

*following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the district.*

### **Updated Admissions Policy and Processes to Reach More Diverse Student Populations**

The school will, at a minimum, do the following as it strives to achieve a racial and ethnic balance of students that reflects the general population of the entire district.

- Announce the School's interest in seeking applications through our website, banners, advertising, and
- Expend at least 20 hours in staff time annually in community outreach efforts, including presence at events
- Expend at least \$1000 annually on print and electronic media, flyers, and direct mail to recruit applicants of diverse backgrounds

The school will establish an application period of at least 60 consecutive days each year within the months of November through March. Information about the application period, the admissions process, and the lottery will be made available to the public in student recruitment materials, advertising and forums, and on the School's public website.

The School will maintain auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment information will include the following information about admission requirements.

## **Element H: Admissions Requirements**

Governing Law: CA Education Code 47605(b)(5)(H)

Admission requirements, if applicable.

### ***Applicants new to the School***

For applicants to qualify for admission:

- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline before the end of the open enrollment period
- The student and a parent or guardian must sign a statement that they are familiar with the and agree to abide by all policies and procedures set forth in the Parent and Student Handbook

### ***Admissions Priorities***

If more students apply and qualify than can be admitted, priority admissions shall be assigned in the following order:

1. Returning and existing students in good standing
2. Children of employees or board members of Chico Country Day School. This priority is capped at 10% in accordance with the California Department of Education guidelines on charter school admission policies

3. Siblings of students currently attending Chico Country Day School
4. All other students permitted by law

### ***Admissions Lottery***

If Chico Country Day School receives more applications than there are spaces available, a public, computerized lottery will be held to assist in determining admissions. Notification of the lottery date will be made public and all members of the public will be able to witness the lottery computerized process. Within the context of the admission process, CCDS will seek to deliver on the spirit and intent of *Brown vs Board of Education* by using legally-permissible means to enroll a profile of students representative of the racial, ethnic, and socioeconomic diversity of the local district. In this regard, CCDS will employ a certain weighting mechanisms in relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and SES will be employed as described below.

### ***Geographic Weighting***

- 40% of students from the Barber Neighborhood
- 20% from the Citrus Elementary boundary
- 20% from the Chapman Elementary Boundary

### ***The Use of Weighting to Ensure Socio-Economic Diversity***

Similar to the neighborhood weightings, weightings will be implemented to encourage socioeconomic status (SES) diversity. Weightings for SES are designated to aspire toward approximately 40% of enrolled students are receiving free and reduced price meals under the NSLP - a number roughly approximating the percentage of school-aged children in California who receive free or reduced priced meals under NSLP.

### ***Acceptance, Notification, and Waiting Pool***

Once the initial openings have been filled using the procedures described above, Chico Country Day School will notify chosen applicants and inform them of their option to enroll in the School. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with the Chico Country Day School admission policies delineated above. When names are drawn, Chico Country Day School will notify they have the option of enrolling in the school. Notifications will give applicants 24 hours to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter or email, Chico Country Day School will eliminate the applicant from consideration and drawn another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the Board of Directors of Chico Country Day School.

## Element I: Financial Audit Processes

*Governing Law: CA Education Code 47605(b)(5)(I)*

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

CCDS is a nonprofit public benefit corporation, and CCDS will comply with all state laws pertaining to financial reporting to CUSD and the State of California. As a non-profit corporation, the CCDS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's financial affairs.

An annual independent financial audit will be conducted by a certified public accountant and will use generally accepted accounting principles. The Business Officer of CCDS will be responsible for contracting and overseeing the independent audit, and CCDS will provide the audit to the State Comptroller, CUSD, the State Superintendent and the Department of Education by December 15 of the following school year. CCDS' Business Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and the School will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

CCDS may receive funding in accordance with Education Code, Charter School Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, Average Daily Attendance (ADA); the California State Lottery; supplemental instruction funding; categorical block and non-block grants; parcel taxes; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available sources of funding for programs. When applicable, the School may seek equitable distribution of local sales taxes and other similar funding sources.

CCDS has provided a Multi-Year projection budget in Exhibit E of this Charter. CCDS will provide CUSD with financial reports in accordance with all current law, including an Annual Budget, Unaudited Actuals, First and Second Interim Budgets. In addition, CCDS will compile and provide to the district an Annual Performance Report.

## Element J: Suspension & Expulsion Policies

*Governing Law: CA Education Code 47605(b)(5)(J)*



*The procedures by which pupils can be suspended or expelled.*

Charter schools, like CCDS, are generally exempt from most provisions of the Education Code that apply to school districts, including those provisions relating to student suspension and expulsion. Procedures for suspension and expulsion of students shall nonetheless be consistent with all applicable federal and state statutes and constitutional provisions. This charter school voluntarily considers some of the grounds for suspension and expulsion applicable to district-operated schools, as well as additional grounds as identified below. As a charter school, we may revise this non-exhaustive list at any time.

CCDS shall enforce disciplinary rules and procedures fairly and consistently among all students, and will regard suspension and expulsion as a last resort. Students will be afforded due process, including the option of a hearing and right of appeal, as described below.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal law or special education local plan area (“SELPA”) policies require additional or different procedures.

**I. Grounds for Suspension (Non-Exhaustive List)**

Students may be suspended for any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person.
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object.
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property.
5. Damaged school or private property including, but not limited to attempting to cause such damage.

6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4.
7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of “cyber-bullying.”
8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties.
10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating.
11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using CCDS’ systems.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Any other serious violation of CCDS rules or behavioral expectations.

## **II. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### **1. *Suspension Notice***

The Dean of Students (or his/her designee) has the authority to suspend students. If the Dean of Students (or his/her designee) determines that a student is to be suspended, the Dean of Students (or his/her designee) shall provide written notice to the student’s parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension (“Suspension Notice”).

Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue and stating how the student intends to move forward or some other form of restorative process as CCDS may determine in its sole discretion.

### **2. *Optional Discipline Review Meeting***

If a student is placed on a suspension, the school may call for a Discipline Review Meeting with the parents and/or guardians. This Discipline Review Meeting may be scheduled preceding the suspension or after the completion of the suspension. During the course of the Discipline Review Meeting, the Dean of Students (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and (3) next steps, which may include remedial strategies to support the student. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference scheduled by CCDS school officials.

### ***3. Appeal of Suspension***

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon receiving a Suspension Notice, a parent may appeal the suspension decision in writing to the Dean of Students. The Dean of Students (or his/her designee) shall review the appeal and any other evidence provided by the parent and make a determination within two (2) school days. The Dean of Students' (or his/her designee's) determination shall be final.

### ***4. Suspension Pending Expulsion Review***

If the Dean of Students (or his/her designee) determines that an expulsion may be warranted, the Dean of Students (or his/her designee) may impose a suspension pending a review to determine if expulsion is warranted. The Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension pending expulsion review. If the Dean of Students (or his/her designee) decides to make a recommendation for expulsion, he or she shall provide notice as described in Section IV(1) of this policy.

## **Discipline Review Meeting**

### **III. Grounds for Expulsion (Non-Exhaustive List)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person.
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object.
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants

- of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property.
  5. Damaged school or private property including, but not limited to attempting to cause such damage.
  6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4.
  7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of “cyber-bullying.”
  8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity.
  9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties.
  10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating.
  11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using CCDS’ systems.
  12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  13. Any other serious violation of CCDS rules or behavioral expectations.

#### **IV. Expulsion Procedure**

A student may be recommended for expulsion by the Dean of Students. Unless a hearing is timely requested by the student’s parent or guardian, the Dean of Students’ determination is final. If the student’s parent or guardian timely requests a hearing, the student may be expelled only following an evidentiary hearing before the Director of Education or designee acting as the “Hearing Officer.” The Hearing Officer may recommend expulsion for any student found to have committed an expellable offense. The hearing shall be held in a private, confidential setting.

##### ***1. Notifying Parents of Expulsion Recommendation and Request for Hearing***

The Dean of Students (or his/her designee) shall provide written notice to the parent(s) of a recommendation of expulsion that includes reason(s) for the recommendation for expulsion (“Expulsion Notice”).

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The Expulsion Notice shall also inform parents that they have ten (10) school days from the issuance of the Expulsion Notice to file a written request for a hearing. If no hearing is requested, the expulsion determination is deemed to be uncontested and the expulsion becomes final as of the 11th day following the Dean of Students’ recommendation for expulsion. If requested and unless postponed for good cause, the expulsion hearing shall be held within twenty (20) school days after the parent(s) submit their written request for hearing.

## ***2. Written Notice of Expulsion Hearing***

If a hearing is timely requested, CCDS staff shall provide written notice of the hearing at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served on the student and his/her parent(s)/legal guardian(s). The notice shall include the following information:

- a) The date and place of the expulsion hearing;
- b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c) Explanation of how student violated CCDS policy;
- d) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
- e) State the opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f) State the right to inspect and obtain copies of all documents to be used at the hearing;
- g) State the opportunity to confront and question witnesses who testify at the hearing;

- h) State the opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### 3. *Record of Hearing*

A record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. The record shall include all written evidence presented.

### 4. *Presentation of Evidence*

While technical, court-like rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence upon which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer to expel must be supported by evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses for whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

### 5. *Findings*

The decision of the Hearing Officer shall be in the form of written findings of fact and a written determination on the expulsion. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

### 6. *Written Notice of Expulsion*

Following a decision of the Hearing Officer to expel, the Dean of Students (or his/her designee) shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expulsion status. The written notice shall also inform the student's or parent/guardian of the right to appeal the expulsion.

### 7. *Appeals*

Within five (5) calendar days from issuance of notice of the decision to expel, the student's parent/guardian may submit a written request to the Director of Education to appeal the determination. The appeal will be considered by an Administrative Panel to be assigned by the Director of Education. The Administrative Panel should consist of at least one member who is certificated and not a teacher of the pupil. The Administrative Panel shall act on the appeal at its earliest opportunity, although not later than thirty (30) school days from issuance of notice of the decision to expel. The Administrative Panel shall consider the findings of fact and record of the hearing; however, the appeal is not a second hearing, so no additional evidence or testimony is taken or heard. If the Administrative Panel overturns the expulsion on appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal, and the parent(s) shall be promptly notified.

## Element K: Employee Benefits

*Governing Law: CA Education Code 47605(b)(5)(K)*

*The manner by which staff members of the charter School will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security.*

CCDS has the responsibility to provide retirement benefits to its employees. Non-certificated staff at CCDS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the CCDS Board of Directors and adopted as the school's employee policies. CCDS retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality of certificated and classified staff.

All employees who are not members of STRS, PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law. CCDS will make all employer contributions as required by STRS, PERS, and federal social security laws. CCDS will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

## Element L: Attendance Alternatives

*Governing Law: CA Education Code 47605(b)(5)(L)*

*The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.*

No student may be required to attend CCDS. Students who opt not to attend CCDS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Chico Unified School District or their county of residence.

### **Attendance Message: It Matters!**

One of the most important things a child can do to achieve academic success is also one of the most basic: going to school every day. Research shows that a child's attendance record may be the biggest factor influencing his/her academic success. In 2017, CCDS implemented a grade-level challenge in which the least amount of tardies earned rewards. The catch phrase for this initiative is "Earn a party, don't be tardy!" We also increased our communications about [attendance in the monthly newsletter](#), with links to articles/videos, like [Attendance Works: Tips for Parents](#) on why good attendance matters. Greater promotion of Independent Study, with [links to forms](#), appointment calendars, and clarifying points on what are excused versus unexcused absences are also communicated regularly.

**Impact:** As a result of these communications and links to helpful resources, CCDS' record on attendance has improved and is far above the state averages. By designating a team of staff members to report and communicate with families, all aspects of attendance from tardies to chronic absenteeism have improved. Directly addresses **Schoolwide Critical Area for Follow-up #5: Accountability for Student Attendance & Reporting.**

### **Accountability for student attendance and reporting**

**Evidence:** Many improvements have been realized over the past three years in tracking and reporting attendance. Not only were new policies implemented over this time span, but new systems of communication with parents about attendance have been added. Through better outreach and correspondence, we have been able to target families in need of help regarding their student's absences and related academic success. Parents are now contacted personally by the Dean of Students about attendance issues, demonstrating a sincere concern and offering solutions through education and problem-solving. Overall, this has been a successful and positive way to address attendance issues. Attendance metrics were also developed three years ago for our LCAP report. These goals to maintain a 96% or higher yearly attendance rate and decrease our chronic attendance rates have been successfully met each year. This data is collected, measured and reported to our stakeholders and the state.

## **Element M: Employee Return Rights**

Governing Law: CA Education Code 47605(b)(5)(M)

*A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.*

CCDS staff that has left permanent status employment in the district to work at CCDS shall not have the right to return to a comparable position in the district



# Element N: Dispute Resolution Procedures

*Governing Law: CA Education Code 47605(b)(5)(N)*

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.*

## **Intent**

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

## **Public Comments**

The staff and governing board members of CCDS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

## **Disputes Arising from within the School**

Disputes arising from within CCDS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board or Principal of CCDS for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

## **Disputes Between CCDS and CUSD**

Any Dispute between the District and the Charter School shall be resolved in accordance with the procedures set forth below:

- (1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of

receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

To District:

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## Element O: School Closure Procedures

*Governing Law: CA Education Code 47605(b)(5)(P)*

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

#### **Close-Out Process:**

#### **Documentation of Closure Action**

The decision to close the charter school, for any reason, will be documented by an official action of the Board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

#### **Notification to the California Department of Education and District Office of Education**

The charter authorizing entity will send a notice of the school closure to the Charter School Unit at the CDE and to the District Office of Education. The notification will include the following information:

- a) Charter school name, charter number, and CDS code
- b) Date of closure action
- c) Effective date of the closure, if different
- d) Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)

#### **Notification to Parents and Students**

Parents and students of the charter school will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school.

#### **Notification to Receiving Districts**

CCDS or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the CCDS charter school so that the receiving district(s) may assist in facilitating student transfers.

### **Student and School Records Retention and Transfer**

CCDS and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate School and facilitate the transfer of all student records.

The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

### **Financial Close-Out**

CCDS and/or its authorizing entity will have an independent audit of the School completed within 6 months after the closure of the School. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

In addition to a final audit, CCDS will submit any required year-end financial reports to the CDE and the district in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

### **Dissolution of Assets**

Upon completion of the closeout audit, CCDS will wind down the affairs of the corporation pursuant to the requirements of Corporations Code Section 6710 et seq. and its Bylaws, including repayment of any liabilities, or the disbursement of any remaining assets of the charter school.

To the extent feasible, any assets of the CCDS will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the CCDS may be transferred to

the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

### **Parent Notification Regarding Credit Transferability**

At the discretion of the Principal, the school plans to accept all courses or grade completion by the student. Due consideration will be given to assessment and recommendations by the teacher from the previous school, if possible to attain records. If a child is deemed by the Principal and teacher to be significantly behind in grade-level achievement, appropriate steps will be taken including but not limited to parent conferences, interventions, or referral to a Student Study Team